



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY286277

DfES Number: 512305

INSPECTION DETAILS

Inspection Date	13/10/2004
Inspector Name	Susan Jennifer Scott

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Claremont Nursery
Setting Address	Claremont School Ebdens Hill St. Leonards-on-Sea East Sussex TN37 7PW

REGISTERED PROVIDER DETAILS

Name	Claremont School (St Leonards) Ltd 2827000
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ORGANISATION DETAILS

Name	Claremont School (St Leonards) Ltd
Address	Claremont School Ebdens Hill St. Leonards-on-Sea East Sussex TN37 7PW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Claremont Nursery has been registered since 2004.

It operates from seven rooms, one of which has a mezzanine floor, in a self contained building in the grounds of Claremont School. The Nursery has three dedicated outside play areas and access to extensive school grounds. The Nursery serves the local area.

There are currently 83 children from one to five years on roll. This includes 34 funded three-year-olds; the 20 funded four-year-olds attend pre-preparatory classes in the school. Children attend for a variety of sessions. The setting welcomes children with special needs, and who speak English as an additional language.

The group opens five days a week for fifty weeks of the year. Sessions are from 08:00 until 18:00. Children attend for morning or afternoon sessions or for whole days.

There are 16 staff who work with the children in the Nursery. Of these 13 are qualified to NVQ level 3 or equivalent, 1 with NVQ 2 and 2 experienced staff working towards a recognised early years qualification.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Claremont Nursery provides satisfactory care for children.

The nursery has exclusive use of the premises and a variety of appropriate equipment is provided for the children to use. The staff work well together and share responsibilities for delivering activities for the children. Several staff have completed First Aid training and attended a variety of training courses. All staff are aware of the written procedures and policies and carry these out as part of their responsibilities. The documentation is thorough and omits only a minor requirement.

The nursery is safe and attractive with very good access to outside play space. There is good security inside and staff are vigilant for children's safety both inside and out. Routines for eating and hygiene are good and children are offered a healthy menu for lunch and tea when they remain in the nursery.

All babies and children have long periods of outside play with access to a range of play equipment, although this is not sufficiently varied between sessions. The staff have high expectations of the children's behaviour. However, the children do not experience sufficient opportunities to develop their learning because the routines do not promote independence and too much time is spent waiting between changes of activities. There is support for children with additional or special needs and the staff have developed procedures to enable them to work closely with the reception teachers to ensure a smooth transition to school. Children who attend the after school provision are provided with a variety of choices of activities and can participate in these in school areas and their classrooms.

The relationship between parents and staff is good: parents are satisfied and feel they receive a good service. Parents receive a variety of information and termly reports. They can access a variety of information provided on the noticeboards and are informed of events taking place in the nursery and the school.

What has improved since the last inspection?

Not applicable

What is being done well?

- Babies and children have access to an attractive environment which is tidy and welcoming with good displays of the children's work. They can have access to extensive and varied school grounds.
- The care of babies is particularly good, staff have a good understanding of their needs and work well to ensure their individual routines are accommodated.
- Children behave well, they have good relationships with their peers and with the adults who care for them.
- Safety is a high priority and procedures are understood well by staff and implemented effectively. Staff are vigilant inside and outside at all times.

What needs to be improved?

- the organisation of staff ratios and space
- the planning and developmental records for children under three years
- the pace and routines of each session so that all children are challenged and stimulated throughout the sessions

- Review settling in policy to ensure children's individual needs are met
- the procedure to be followed in the event of a Child Protection allegation being made.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that effective use is made of staff and space and that ratios are maintained at all times.
3	Make use of the Birth to Three information to ensure appropriate records and planning is used for children under three years.
3	Review the pace and routines of each session so that they offer sufficient opportunities for all children to be challenged and stimulated at all times.
12	Review settling in policy to ensure children's individual needs are met.
13	Ensure there is a procedure to be followed in the event of a Child Protection allegation being made.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Claremont Nursery is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff plan a variety of practical activities that are interesting and imaginative so that they link into the weekly topic, enabling children to develop and progress in all areas of learning. Staff provide good opportunities for children to speak and to share information and varied practical opportunities to build on their mathematical understanding. However, there are limited opportunities to promote their independence and self selection and outside play does not fully exploit the children's abilities.

Staff observe and record children's learning but their assessments are not methodical or clearly focussed on the stepping stones and early learning goals. The manager and senior staff plan the next steps in children's learning at regular meetings. There is liaison with the reception class teachers which ensures a smooth transition to school. One staff member has received training to use procedures to support children with special needs and appropriate methods are used to support children who have English as an additional language.

The leadership and management of the day nursery is generally good. Staff are able to identify their training needs through an appraisal system and staff are encouraged to enrol on relevant courses and share their learning. Staff work together well as a team and understand their roles and responsibilities.

The partnership with parents and carers is generally good. Parents spend time talking informally with staff about their children and make very favourable comments about the provision. Parents are informed of routines and the range of activities through written notices displayed in the cloakroom. They receive termly reports on the progress of the children.

What is being done well?

- Children are confident speakers, they enjoy conversing with each other and their teachers: their comments are wide ranging, interesting and imaginative.
- Children experience an attractive environment both inside and outside. There are appealing murals and displays of children's work and access to extensive and varied grounds and play areas.
- Children's understanding of numbers and simple problem solving skills are very good; they count together during registration and talk about the planned activities showing a good understanding of shape, size and addition.

What needs to be improved?

- the opportunities children have to experience choices and promote their independence
- planning for outdoor play so that children can extend their learning experiences into this environment
- the regularity of methodical observations and assessments
- consistency between the funded children in the nursery and reception classes so that they experience similar resources and teaching methods.

What has improved since the last inspection?

The provision has made generally good progress since the last inspection.

At the last inspection there were two key issues:

They were required to: Review the use of available space for the planned free play parts of the day. This has been achieved through reorganising the use of furniture during these times, so that the small chairs and tables can be moved or grouped differently to allow flexible use of space for a variety of activities.

They were also required to: Include opportunities for the children to recognise the changes that happen to their bodies when they are active, during physical activities. This is addressed through staff providing opportunities for children to recognise when they are active that their heart beats faster, and that when they rest or slow down physical activity their heart beat slows. Younger children are made aware of the need to put their coats on to ensure they do not feel cold when they go outside to play and hygiene routines emphasise the need to avoid becoming unwell through hand washing before mealtimes and snacks.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children behave very well, they are aware of the rules and confidently draw attention if others are not taking turns fairly. Children show consideration and respect to each other and to the staff who encourage them to show respect and sensitivity. They concentrate and are attentive during story times and they enjoy contributing their views and ideas for discussions. They have limited opportunities for self selection and promoting independence skills during activities and routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have good opportunities to develop understanding and skills in listening and speaking and are able to predict events in a story. They are encouraged to use books and do so with enthusiasm. Staff effectively promote the use of language using a variety of opportunities and learning experiences. Many are able to recognise their names and write using recognisable letters. Some of the younger children are not able to experience a positive sense of achievement when worksheets are used.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are given good opportunities to experience numbers, shapes and patterns through everyday activities. They learn about problem solving when they play games and using dice. Daily routines incorporate mathematical concepts such as shapes, patterns and sequences and older children demonstrate an understanding of fractions when discussing the two apple halves used for printing. Their understanding of numbers is reinforced by routine tasks such as working out the date and counting together.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy discussing their ideas and are able to experience a variety of construction and technological activities. They enjoy discussing the smell and texture of the apple and pear they use for printing. Children are learning about the cultures and beliefs of others through celebrating some festivals. Staff encourage children to extend their imaginative play by talking about their experiences, such as when they have a play shop but the opportunities to extend their play are limited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children frequently use a range of large play equipment outside and are skilled at pedalling and using the climbing frame. The large play equipment encourages children to develop their co-ordination and balance as well as a good sense of space. Use of the outside areas is not planned to progress children's skills. Children develop their small muscle control through the use of pencils, scissors and varied puzzles. They are experienced, competent users of a variety of construction equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy role play and use their imagination to create scenes which they act out. They express themselves creatively through a range of media such as paint, crafts, music and dance although opportunities for exploration are not fully exploited; for example, the provision of varied materials to choose from in art activities is limited. Children use their senses to explore and describe experiences such as tasting and smelling food and feeling a range of textures.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide more opportunities for children to experience choices and promote their independence
- plan for outdoor play so that children can extend their learning experiences into this environment
- complete regular and methodical observations and assessments on the children
- develop consistency between the delivery of activities for children in the nursery and reception classes so that they experience similar resources and teaching methods.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.