

Children First Nursery and Forest School

1 Sanditon Way, Worthing, West Sussex, BN14 9FD

| | |
|--------------------------|----------------|
| Inspection date | 27/01/2014 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Staff are friendly and interact very well with children, demonstrating a genuine interest. As a result children, particularly babies, demonstrate they feel safe and are developing very secure emotional bonds.
- Staff provide a well resourced and effectively organised learning environment both inside and outside the setting. This means children have lots of opportunities to make choices and develop their independence.
- Staff use effective behaviour strategies to promote positive behaviour which helps children develop very good habits and behaviour appropriate to being good learners.
- Staff use effective strategies to promote the children's skills in communication and language. This enables children of all ages and abilities to make good progress.
- Well established partnerships with external agencies means that the needs of children with special educational needs and/or learning disabilities are well met. Therefore, children are making good progress and are successfully closing identified gaps in their learning.

It is not yet outstanding because

- The systems used to establish effective partnerships with other early years settings children attend are not yet fully effective. This means a small selection of children are

not always as fully supported in their learning and development as they could be.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled a range of documentation, including medication and accident records, children's attendance records, staff files and supervision documentation and the settings safeguarding policy and procedures.

The inspector held ongoing discussions with the staff, the manager, the principal of human resources, the deputy and staff and children, throughout the inspection, including discussions about safeguarding issues.
- The inspector gathered parents written and verbal views.

The inspector discussed leadership and management with the manager, the deputy manager and the principal of human resources and carried out a joint observation with the manager.

Inspector

Jacqueline Walter

Full report

Information about the setting

Children First Nursery and Forest School registered in 2013. The nursery is run by the Worthing College Governing Body. It offers full and part time nursery care and a Forest School holiday play-scheme. It operates from a purpose-built, self-contained wing within Worthing College. The nursery is open each weekday from 7.30am to 6pm, all year round and the play-scheme is open from 8am to 5.30pm during school holidays. All children have access to enclosed outdoor play areas.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 97 children attending, all of whom are in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting supports children with special educational needs and/or disabilities and children who speak English as a second language.

The provision employs 19 members of staff. Of these, fifteen, including the manager holds appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the system in place with other early years settings that children attend to further support children's ongoing learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a secure understanding of the Statutory Framework for the Early Years Foundation Stage. Therefore children are making good progress towards the early learning goals. This helps them prepare well for school and their future learning. Children enjoy practising physical skills during a variety of activities. For example, they thoroughly enjoy riding wheeled vehicles, where they learn to coordinate their movements by going backwards and forwards. Children are very confident and explore independently. Babies are motivated and thoroughly enjoy exploring sensory activities, such as exploring corn flour and hand painting with added glitter. Staff help children develop a very good understanding of the world. Children enjoy first hand experiences of visiting places of interest such as zoos, college theatres and forest walks. In addition to this they confidently use an interactive white board to observe and discuss pictures of healthy food. This helps them to develop a very good understanding of technology as well as an understanding of healthy eating. Staff ensure there is a wide range of media and materials

available for children to explore and play with. For example, when children attend the forest school provision they are able to saw wood, make stick and pebble men as well as houses for their models to live in. This helps them to develop a good understanding of their local environment and develop their skills in creativity.

The quality of teaching is good. Staff are skilled at teaching and extending children's critical thinking skills, so they become confident and independent learners. For example, they encourage children to reflect on their own learning by asking questions such as 'can you find the photographs and tell us about what you did? As a result, children delight in showing what they know and eagerly talk about what they did when taking a soft toy home for the weekend. Staff promote communication and language well with young children. For example, they introduce new words and repeat them often. This extends the children's vocabulary. Staff also use meaningful questions. For example, they ask children how many soft toy dogs they have found and encourage them to count together. This makes children think, focus and develop their communication and mathematical skills. In addition to this, staff encourage the preschool children to identify pictures using phonic sounds to show what the letter or word is or say the phonic sound the picture begins with. This effectively encourages the children to begin to word build.

The setting has very recently started a new computerised system for observation and planning, which has yet to be fully implemented. However, through discussion and previous documentation they demonstrate that they use the information from observation well to make sure that children achieve as much as they can. They effectively identify children's starting points and complete regular observations and summaries of development. Their observations clearly show what children know and can do. This in turn, successfully helps them to identify the children's next steps in learning. Staff then effectively use this information to plan and meet the children's individual learning needs and interests. Staff monitor children's progress by linking these to their age and stage of development. In addition to identifying any gaps in their learning. The staff successfully complete the required progress check for two-year-old children to monitor their progress in all the key areas of development.

Parents are strongly involved in their children's learning. The staff share information regarding the children's care, achievements and how learning can be supported at home well. For example, they inform parents of activities that can help children learn at home through a regular newsletter. They also speak to individual parents, sharing examples of how to promote particular areas of development with their child. In addition to this, parents are able to regularly share their thoughts, ideas and their children's interests when at home. For example, by encouraging them to contribute to a half-term written summary of children's learning. This, in turn, allows staff to effectively consolidate and extend children's learning in the nursery and provides a cohesive approach to children's learning through their play. Staff value parents' expertise and use it to support children's use of other languages. For example, they approach parents and ask them to share words in the child's first language. This effectively aids communication in the early days of children learning English. It also promotes the children's self-esteem and sense of belonging.

The contribution of the early years provision to the well-being of children

There is a well established and very effective key person system in place. This provides good continuity and consistency of care for the children. Staff implement effective strategies to help settle new children in. For example, they encourage parents to participate in settling in visits and gather detailed information about the children's interests and routines at home. This enables staff to have a good understanding of children's individual needs or routines and continually meet them. For example, babies are able to use their comfort blankets within the setting, which in turn helps to make them feel safe and secure. Children are very happy and display confidence in talking and playing with all staff. For example, babies jig up and down with excitement when a particular member of staff they know enters the room. Older children confidently inform staff of their needs when engaging in activities. For example, when staff invite them to have some dinner they at first inform staff they don't want it and then confidently serve themselves as well as helping themselves to a second helping.

Staff use very positive strategies to promote children's good behaviour. For example, older children eagerly take on their responsibilities when they are nominated to join younger children at their lunch tables. Through discussion older children demonstrate pride and confidence in knowing that they are helping younger children to learn to eat nicely and behave well. The staff are good role models and the children benefit from their use of lots of praise and encouragement. Children are keen to behave positively and work together as they know their efforts to tidy up together will enable them to have their lunch. This effectively promotes their self-confidence and skills in cooperating with others. Consequently, children are developing a very good understanding of how to behave.

Children are developing a very good understanding of how to keep safe. They discuss and learn about keeping themselves safe as a result of the setting welcoming local authorities such as the police and fire authority into the setting. In addition, when they participate in the forest school experiences they are supported safely by staff and use safety clothing such as gloves, particularly when using saws to cut small pieces of wood. There is a very good emphasis on healthy lifestyles. The staff know the babies well and meet their individual needs effectively regarding their feeding and sleeping routines. Older children are developing a good understanding about healthy eating through participating in topics, such as a 'Healthy Eating' month. Children help to prepare their meals, they try new foods and can choose what they want to eat from a healthy selection at meal times. In addition to this staff talk about the benefits of having healthy food such as fruit and vegetables. Consequently, children know these help them to become strong. Children are physically active and all children have daily opportunities to be and play outside regardless of the weather. For example, mobile babies and older children can choose to free flow between inside and outside premises which is partially covered by a canopy. This means they can enjoy fresh air at any time. Children engage in regular routines that promote good hygiene. For example, they wash their hands before meals and after using the toilet.

The learning environment is effective in helping all children progress towards the early learning goals. Staff provide a very child-friendly environment, organising space and resources very well in all areas to meet children's needs, promote play, independence and

decision making skills. For example, the low level coat pegs, hat and glove boxes provided in each room effectively support children's safety, growing independence and understanding of healthy living. Staff deployment is good. Children are within sight and hearing of them at all times. This means staff give appropriate support and meet the needs of all children, particularly those that need additional support with tasks such as putting on coats, shoes and generally taking care of themselves.

Staff are effective in helping children prepare for moves within the setting and into the new schools so they feel happy and secure. Staff welcome in parents to participate in several visits with their child to their new rooms. This in turn helps children gather confidence and familiarity. They are also able to meet their new teachers and discuss the routines of their new schools. These strategies help the children feel confident when they ultimately transfer to school.

The effectiveness of the leadership and management of the early years provision

The management team has a good understanding of their responsibilities in meeting the learning and development requirements and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Arrangements for safeguarding children are effective, with staff having very good knowledge of the procedures to follow when concerns are raised with children or adults. They demonstrate they are fully aware of their responsibilities. Risk assessments and daily checks are regularly conducted, reviewed and there is appropriate action taken. For example, there is an electronic locking system in place to restrict all visitors from entering the setting unsupervised. The leadership team uses very robust recruitment and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. For example, a six month detailed induction period is implemented. During this period staff are continually supported by their room leaders and undergo training in all policies and procedures. This means they have a clear and secure understanding of supporting children's learning and care.

The leadership and management team have effective systems to evaluate their provision and practice. These help them to inform the nursery's priorities and drive improvement. They conduct an annual self-evaluation form to create action plans and set targets for improvement in the outcomes for children. For example, they are currently implementing a new computerised observation and planning system which is encouraging a cohesive approach to children's learning between staff and parents. This will also give management and staff a clearer picture of any gaps in the children's learning. The nursery also values parents' views and fully takes account of them to help drive improvement in their partnership working and care of the children. For example, as a result of parents requesting more information on children's development staff now use an email facility to discuss children's progress for all parents that wish to use this system.

Annual appraisals take place for staff to enable them to effectively identify training needs and secure opportunities for professional development. This effectively supports and helps

drive improvement within the nursery and therefore benefits the children. The management implements regular good supervision opportunities for staff to discuss any issues concerning children's development or well-being. For example, staff can approach management at any time and have weekly staff meetings to discuss and issues around the children they care for. This in turn, helps to ensure that staff support children's individual needs.

Staff provide a good range of information for parents, which include the nursery's policies and procedures. In addition to this whiteboards are displayed outside rooms detailing activities and a regular newsletter is created and available on their website. This helps everyone be aware of their responsibilities and what is happening in the environment. Parents are very happy with the care and learning provided for their children. Lots of them feel that staff are very friendly and approachable and this makes their children enjoy their time at the nursery.

Overall children benefit from the staff developing very good links with other professionals involved in the children's care and learning. For example, they welcome and effectively implement advice successfully from speech therapists, occupational therapist and social workers. These in particular successfully supports the children with special educational needs and/or disabilities. However, links with other settings that some children also attend is not yet fully established. This means a minority of children are not fully supported in their progress and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|----------------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|---------------------------------|
| Unique reference number | EY467123 |
| Local authority | West Sussex |
| Inspection number | 945434 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 70 |
| Number of children on roll | 97 |
| Name of provider | Worthing College Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 01903 275750 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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