

Robsack Wood Nursery part of Greater Hollington Childrens Centre

Robsack Infant School, Whatlington Way, ST. LEONARDS-ON-SEA, East Sussex, TN38 9TE

Inspection date	13/01/2015
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of children's learning needs and support these exceptionally well.
- Staff enthusiastically develop children's confidence as they routinely encourage them to explore the environment and investigate the resources.
- Children develop excellent independence that gives them confidence to make choices about their play.
- The nursery environment is welcoming and stimulating, and this promotes and challenges children's learning.
- The monitoring and tracking of children's progress is meticulous, enabling staff and management to effectively address any learning gaps or differences in groups of children.

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 held meetings with the provider and the early years learning and achievement senior with whom a joint observation was carried out.
- The inspector looked at some children's records, including their learning assessments, and spoke to some key persons.
- The inspector took account of parents' views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector observed activities in the nursery play rooms and outside play areas.

Inspector

Sue Taylor

Full report

Information about the setting

Robsack Wood Primary Academy nursery registered in 2006. It operates from a purpose-built building in the grounds of the Academy. There is a separate room for children aged under two years. The two-year-olds are cared for alongside the older nursery children. All children have access to enclosed outdoor play areas.

The nursery is open each weekday from 7.45am to 6pm, for 51 weeks of the years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The registered element of the nursery cares for children aged from birth up until the term they become three. There are currently 115 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are 12 members of staff who work with the children, seven of whom hold appropriate early years qualifications to National Vocational Qualification at level 2 and seven staff have level 3. One member of staff has Qualified Teacher Status and one is an Early Years Teacher. The nursery receives funding for the provision of free early education for children aged two years.

What the setting needs to do to improve further

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

- keep background noise to a minimum by using music only for particular purposes.

Inspection judgements

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

The staff promote children's learning and development extremely well. They make effective use of observations as children play to routinely assess their individual stages of development. Staff ensure they have an exceptionally strong focus on the three prime areas of learning. Staff are extremely competent in assessing and tracking children's progress. This helps ensure they plan challenging next steps in children's learning. As a result, children continue to make very good progress. The knowledge that all staff have and the highly effective monitoring system means they quickly identify any learning gaps to address. The comprehensive systems enable staff to produce excellent progress checks for two-year-old children, providing parents with a copy. The engagement and inclusion of parents is outstanding. The staff routinely inform parents about their children's progress. They share children's planned next steps with them and this motivates and engages parents in supporting their child's learning at home. There is an emphasis on displaying parents' comments about their children's achievements at home. Staff use parents' feedback to help them assess children's learning. Parents are extremely positive about the

support they and their child receive. There is a comprehensive sharing of information between key staff as the toddlers move up into the main nursery room.

The staff are consistently enthusiastic about children's play and achievements. They plan excellent experiences and activities that engage and motivate children. Children make choices about their play and begin to take some control over their learning. Children develop impressive levels of confidence and independence at a young age. As a result, children are comprehensively gaining the skills they need for their next move and as preparation for school. Staff carefully encourage young children's developing speech. For example, they respond positively as if in conversation to babies and toddler babbling. When a child says a word, staff extend this and repeat back to the child, so they routinely model good speech. The staff use singing well to support children's language development. However, occasionally music is played unnecessarily in the background which means that noise levels in the room rise. Children benefit immensely from being able to play outside in most weathers. They all explore the environment outside, making choices about their play. There is a covered structure outside that staff can use in the rain. All children enjoy exploring an extensive range of interesting items and textures outdoors and inside.

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

Children receive outstanding care and benefit greatly from the nurturing relationships they develop with the staff. The key-person system is excellent. Key persons spend time with parents in obtaining significant detail before children start. As a result, staff meet their individual and personal care needs particularly well. In the baby and toddler room, key persons develop highly positive relationships with their key children. They change nappies, feed babies and settle them down to sleep. For example, key persons wrap babies and toddlers up in their own comfort blankets when feeding them and cuddle them as they fall asleep. In the two-year-old room, key persons are on hand to support the younger children and encourage them to explore their surroundings. When appropriate, children moving to the next room retain their baby and toddler room key-person as a co key-person. This is particularly useful as they already know the child and the family well. As a result, children settle extremely well and their emotional security at the nursery remains very strong. The excellent sense of well-being that children gain helps prepare them as they move through the nursery to attending school. The staff manage children's behaviour particularly well, being sensitively aware of each child's needs. They competently support children as they begin to learn about taking turns and sharing resources. The staff spend time encouraging children to do things for themselves, such as putting shoes and coats on or making play choices. Children are beginning to spend very good levels of time at activities, developing good concentration skills.

The children benefit immensely from staff supporting a healthy lifestyle. The snack and meal times are an opportunity for children to gain independent eating skills as well as being able to practise their social skills. The staff provide nutritious snacks, such as fruit and cheese. Parents are able to make choices about lunches, they either send food in or children can have a meal from the Academy kitchen. The staff display menus so parents

can make informed choices. The staff confidently ensure they meet children's dietary needs. The staff competently begin to teach children how to keep themselves safe. For example, they practise regular emergency evacuations together. Staff provide suitable physical challenges for children. In the baby and toddler room, children confidently walk up and down a secure slope and the two-year-old children easily use the steps on the wooden structure in the room. When using the outside areas, all children learn balance and coordination as they walk on different surfaces and levels. The older children boldly use the tree cut offs to step along with staff support when necessary. The nursery environment is highly stimulating, very child-centred and welcoming. There is an excellent range of high quality resources at low level for all children to access easily. The layout of the room for the over twos mean that children can fully explore the environment, mix with older children and they get very engaged in activities. They also benefit from having a base area that they are familiar with until they gain the confidence to explore further.

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

The provider and management team meet the safeguarding and welfare requirements extremely well. They ensure that all staff have a thorough awareness of their responsibilities in keeping children safe. They complete safeguarding training and there are very clear written procedures in place. Regular updates ensure they are aware of current guidance. Staff are very confident about what to do if they have concerns about a child's welfare. The nursery premises are extremely secure and safe. For example, doors have hinge guards and staff use safety gates or high handles to prevent children accessing some areas. However, there is an emphasis on encouraging children to explore their surroundings as the two-year-old children use the same areas as older children. They have a base area that some like to return to as it is familiar. Each room displays a detailed written risk assessment so all staff are aware of the safety expectations. There is a rigorous recruitment process that helps the provider ensure she employs competent staff and obtains the appropriate checks. The comprehensive induction process helps new staff have a thorough awareness of nursery practices. There is significant ongoing support for staff with regular supervision sessions and training opportunities. The management team and room leaders routinely monitor staff practice, to ensure they provide consistent and exemplary support to children.

The staff team are meeting the learning and development requirements extremely well. There is an excellent system for monitoring children's progress as individuals. In addition, the system easily enables the management team to compare the progress of groups of children, such as age groups or key groups. This means they can quickly identify learning gaps within the nursery to address. By identifying these early, staff are able to plan activities or obtain resources to improve children's learning. This ensures children reach their full potential and are well-prepared for the next stage in their learning or school.

The self-evaluation of the nursery is particularly informative with the views of parents, staff and children taken into account. Development plans are ongoing and demonstrate a secure willingness to improve outcomes for children. For example, there is an emphasis on

children's speech and language development. The staff team includes a speech and language therapist who is able to provide excellent support to children, parents and staff. There are highly positive relationships with parents and carers and they engage extremely well with staff. As a result, there is a highly effective two-way communication that ensures children receive the support and care they need. Parents comment very favourably on the progress their children make, particularly with their speech and language. There are extremely strong established partnerships with other professionals. These include health visitors, speech and language therapists, and the Academy and local Children's Centre staff. The nursery staff establish excellent links with other early years settings where children have shared attendance. There is regular contact between staff at each setting and this sharing of information helps ensure children's care and learning needs are continually met. The provider and whole staff team are extremely motivated and enthusiastic about the nursery. There is an excellent capacity to sustain this level of practice.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY331134
Local authority	East Sussex
Inspection number	827334
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	115
Name of provider	Robsack Wood Community Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01424 853521

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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