

Towers Early Years Foundation Stage

Inspection report for early years provision

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Inspector Shan Jones

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Towers Early Years Foundation Stage opened in 2006 and registered in 2010 to care for younger children in the early years age group. It is part of an independent Convent school that educates children from the ages of two years to sixteen years. The setting operates from the Towers Convent School, in Upper Beeding, Steyning in West Sussex. All children have access to the school grounds.

A maximum of twelve children aged two to under three years can attend the setting at any one time. It is open from 8.30am to 6pm term time only. There are currently eight children on roll. Children over the age of three years also attend the setting.

The setting is Roman Catholic and welcomes children from other faiths and backgrounds. The setting is able to support children with learning difficulties and/or disabilities and who speak English as an additional language. The setting is registered on the Early Years Register. There are six members of staff including the manager all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are given inspiring opportunities to develop and progress in all areas of learning as staff work well together to provide a wide range of learning opportunities relating to their interests. There is exceptional partnership with parents as staff take time to develop an excellent understanding of children's individual needs and successfully promote inclusive practice. Overall, children are safe and significantly supported by the staff. The whole staff team are enthusiastic and committed to improvement through self-evaluation, reflective practice and show a strong commitment to ongoing training to develop their skills and knowledge.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- amend the record of risk assessments clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident (Safeguarding and welfare) 03/02/2011

To further improve the early years provision the registered person should:

- improve the organisation of nappy change routines.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded as staff have very good knowledge of child protection issues, including appropriate procedures to follow should an incident occur. There are robust recruitment, vetting and induction arrangements in place to ensure that staff who are working with children are suitable to do so. All staff hold appropriate qualifications and are effectively deployed within the nursery to ensure children are well cared for. Children's safety and security are paramount. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. However, the risk assessment lacks relevant details to fully promote children's safety. This is a breach of a specific legal requirement. This does not affect the care on offer to the children as all staff demonstrate a clear understanding of keeping children safe whilst in their care.

The environment is well organised with clearly defined areas which support children's learning and progress towards the early learning goals. However, the location of the nappy change area within the learning environment does not always respect children's privacy. Space available is planned to enable children to use their imaginative skills creatively, learn social skills, show an interest in information and communication technology and discover media and materials, such as, experiencing different textures of things.

Children benefit from a fully inclusive environment. For example, boys and girls, children with special educational needs and/or disabilities, and children with English as an additional language are provided with excellent opportunities to make equal progress in their learning and development. Staff have an in-depth knowledge of each child and they customise their planning and their practice to suit children's needs as they change. Staff are proactive in identifying and working towards narrowing the gap in the children's level of achievement. They take account of children's individuality to ensure innovative opportunities are provided for all children to be successful.

Partnerships with parents are outstanding. Children benefit hugely from the warm and relaxed relationships that have been developed between their parents, with emphasis on continuous communication at all times. Parents are given lots of information about the nursery and there are many opportunities for discussions with staff. Parents comment that they are pleased that their children are happy, settled and are making good progress. They particularly value the secure environment where their children are supported by caring staff. There are effective procedures in place to ensure other agencies or providers who may be involved in the children's lives have opportunities to successfully share information regarding children's progress and development.

The staff and early years management team are fully supported by the head teacher to develop their skills and knowledge. As a result, they feel valued,

become reflective practitioners and are enthusiastic in putting their knowledge into practice to benefit the children in their care. This means that priorities for development are realistic, successfully identified, acted upon and improve the outcomes for all children.

The quality and standards of the early years provision and outcomes for children

Children are able to make excellent progress in their learning. Versatile planning starts with observing children in order to differentiate activities according to their interest and stages of development. Children's progress is effectively followed through their whole time at the nursery; there is excellent monitoring through staff completing comprehensive development files which show clear and consistent progress in all areas of learning. Children are highly valued and the exciting range of resources, play materials and activities allow them to thrive in their environment. Excellent opportunities are provided for children to experiment and make choices; activities are skilfully planned to provide appropriate challenge for each child to ensure that their individual needs are identified and met.

Children have a positive attitude towards learning and confidently participate in the full range of activities and first hand experiences provided. Staff's purposeful discussions help to develop children's language for communication and encourage them to question and think critically. This enables children to establish key skills to support their future learning. Children are encouraged to be inquisitive and to be active learners and to solve problems for themselves. The nursery environment actively and continuously includes a wide range of things that are familiar to children and that reflect their family, ethnicity, religion and culture, as well as those of others. For example, children created colourful Rangoli prints to celebrate the festival Diwali for the Hindu festival of light.

The excellently resourced home corner room allows for children to be self motivated; they develop skills for the future using cameras, telephones, pots and pans and continuously use their imaginations through role playing pretending to be mums and dads and shop assistants. In addition the nursery provides a range of toy cars, trains and aeroplanes. Children's creativity is also extended, by using the transport resources for painting, participating in counting and verbally sharing their experiences about travelling, which contributes extensively to their communication and language skills. All these activities challenge stereotypes, prejudice, discrimination, promote positive attitudes to differences and takes interests into account for both boys and girls.

Staff have an exceptionally positive relationship with the children, giving children extreme confidence with a passion for learning. Interaction between children and adults is extremely positive. Children are happy, settled and well behaved. They show a growing respect, listen and co-operate with each other and adults. Their self-esteem is continuously being developed through support and praise, having a positive impact on their overall well-being. Children take part in regular fire drills and are gently reminded about safety issues whilst playing and keeping themselves

safe when walking to different parts of the school.

A healthy lifestyle is actively promoted with daily opportunities for children to play both indoors and in the wonderful outdoor play area where they practise their large physical skills. Children are provided with meals and snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily as well as delicious freshly prepared meals. In addition, children have good access to fresh drinking water which they can help themselves to when they are thirsty. Nursery children join the main school for their lunch where older pupils sit and engage happily with their younger peers. This gives all children a sense of belonging and eases the transition when children move to the main school. Children's exceptional response to the encouragement they receive to take responsibility for themselves and care for one another reflects their excellent contribution to the success of the nursery as a close-knit and happy place to be.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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