

# The Blue Door Nursery

Inspection report for early years provision

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**Unique reference number** EY284004  
**Inspection date** 27/10/2009  
**Inspector** Chris Mackinnon

**Setting address** St. Johns Church Hall, Wilmington Road, Seaford, East  
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

The Blue Door Nursery registered in 2004. It operates within a large single storey hall in Seaford, East Sussex. The nursery is accessed at the front by two shallow steps, with a side access door on level ground. The hall comprises a main central play area with smaller play rooms available. Children also use enclosed side and back garden areas for outdoor activities. The Nursery is open Monday to Friday from 07.30am to 6.30pm for 51 weeks of the year. Children may attend on a sessional or full-time basis. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of 58 children may attend, aged up to eight years, with up to 58 children in the early years age group. The nursery has 77 children on roll, and all are in the early years age group. The nursery is able to care for children with special education needs and/or disabilities and also children with English as an additional language, and is in receipt of funding for nursery education. There is a staff team of 17 and nearly all have early years qualifications, with four staff currently training.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery has a dedicated and well qualified staff team, with a highly consistent awareness of individual children's care and welfare needs. The nursery provides an excellent range of play activities and challenging experiences for children, within a highly organised and stimulating learning environment. The quality of the nursery's planned learning and development programme is exemplary, and children make good and confident learning progress and achieve easily. Children also enjoy many creative and musical activities, and benefit greatly from a wide range of outdoor learning opportunities. The nursery makes full and effective use of self-evaluation to promote improvement, and is strongly committed to maintaining a high standard of childcare

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- further develop the links with parents to support children's progress.

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

The nursery is successfully managed by an experienced staff team, with a high level of training. Many of the practitioners hold level three childcare qualifications and the nursery owner and manager has early years professional status. The organisation of the childcare programme is outstanding and of high quality, with an excellent range of learning activities provided to support children's

development. Children are also consistently and effectively safeguarded within the setting, with clear and well organised record keeping and well established security arrangements in place, to ensure children are well protected and kept secure. The nursery has a major strength in the provision of a highly stimulating and attractive play environment that encourages exploration, and provides many opportunities for children to create and invent their own games and activities. The nursery also takes full advantage of a spacious outdoor play area and paved side garden to promote learning. The staff team have attended training on the Early Years Foundation Stage framework (EYFS), and the nursery has another significant strength in the provision of a highly organised staff key person system, that ensures the play programme meets the needs of all individual children attending.

The nursery is set in a large hall, which has been successfully subdivided to provide many well prepared and attractive play and learning areas for children. This provides easy access and good opportunities for children to choose and explore play resources and materials. A particularly effective part of the nursery is the music area, where children have expressive play, play instruments and develop their awareness of sounds. Much good use is also made of the nursery's well prepared outdoor areas for supporting learning and encouraging children's healthy development. Younger children also have a well organised and attractive play area, where they explore tactile and sensory elements and extend their development. The nursery takes good care to provide a highly organised range of play items and resources which, combined with the organised activities and consistent teaching, successfully supports children's enjoyment and learning progress.

Children's individual needs and interests are also well included, and the staff have a strong awareness of the need to promote equality and diversity. Children are consistently provided with a wide range of activities and play projects to help them learn about other cultures and customs. The nursery also uses a good selection of cultural and diversity based play resources, within the play environment, to encourage children's awareness of differences. The staff effectively show, in their activity planning, that they recognise diversity and inclusion as an important learning area for children. This is demonstrated by the many travel based learning themes, and projects about other countries, that are provided to promote children's knowledge and understanding of the world.

The nursery management and staff show much confidence and dedication with their use and application of self-evaluation. A strong commitment to improvement is also evident within the nursery, with the production of a detailed development plan that sets clear goals for the future and includes all aspects of the play provision. The nursery has also made excellent progress since the last inspection, and has responded effectively to all recommendations made. This is particularly evident with regard to staff teaching skills, and the observing of children's progress.

The nursery makes effective links with other settings and takes a close interest in all carers who have contact with the children attending. The nursery also maintains a consistent partnership with the local authority, and takes part in quality assurance to maintain high standards in the provision of children's welfare and learning. The nursery's partnership with parents is also well organised, and parents

have regular contact with their children's key-persons. Parents have access to clear and detailed information on their children's learning and development. Staff also take steps to encourage parents, and the nursery's ongoing project to include and involve parents more in the play programme, is noted as an area of continuing development.

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

The organisation of children's enjoying and achieving within the nursery is highly effective and is an outstanding element within the play programme. Staff provide an excellently planned and challenging programme of activities that is based on regular learning themes. This includes a range of play projects that are well designed to support children's key learning areas, such as using words, and learning to count. The inclusion of the six areas of learning and the early learning goals within the planning is thorough and highly consistent and the nursery staff also show significant strength, within their planning, in the way individual children's learning is included and promoted. The range of activities also provides opportunities for children to develop their own child-led activities. For example, children enjoy creating role play games that involve shopping, or pretending to be monsters and pirates. A highly organised and comprehensive system is also in place to observe and assess children's achievement and this is a strong and consistent element within the nursery's programme. Clear and detailed written records are kept on how children benefit from their activities and the written material is then used effectively to monitor children's progress and identify their next steps in learning.

The nursery has a clear and highly organised range of procedures in place to maintain security and ensure children feel safe within the premises. Staff key persons are allocated to oversee the welfare of individual children and clear links are also made with parents and carers to ensure individual children's interests are known and supported. The organisation of risk assessment is also highly organised and thorough, with daily checks made. Staff are also vigilant in ensuring children are kept safe and protected, particularly when outdoors and on outings.

The nursery pays close attention to promoting children's healthy growth and development. Staff consistently promote children's awareness of cleanliness and children's hygiene and personal care is well organised within the setting. The nursery is also highly successful in promoting children's awareness of healthy foods. All food and snacks provided for the children are prepared on site, with a good range of healthy food choices provided for children. Staff use meal times to promote children's use of language and social skills, and children enjoy the challenge of tasting new and different foods, which widens their food experiences. Food based learning projects are also regularly featured in the planned activities. Children also engage in frequent physical activity and have many games and activities to promote their physical confidence. For example, the nursery currently has carnival as a learning theme, and the children greatly enjoy playing drums and dancing to Samba music, and learning about rhythms.

Much excellent support is provided for children, to encourage their personal and social development. Children develop a good awareness of the need to play cooperatively during their activities, particularly during role play activities and when using tools and play items. The staff take particular care to ensure children's personal and social skills are effectively fostered. For example, during group times, children are encouraged to listen, take turns and be aware of others. Staff also successfully provide specific learning projects, to promote children's understanding of feelings and promote their awareness of relationships, and recognising who is important to them.

The nursery's use of good teaching to promote children's future skills and learning is exemplary. Children benefit greatly from the staff providing consistent care and being able to extend their learning, particularly with language and literacy. For example, children gain much from talking about dinosaurs, and learning to say their complex names. Children's creative development and imaginative skills are also well explored, with many art-craft activities and assembly projects. Children are given wide scope to be expressive, and the range of opportunities provided for children to experience music and explore sounds is outstanding. The nursery's play programme is also highly effective in supporting children's skills with shapes, sizes and numbers and staff provide many good problem solving challenges for children. Children successfully build and organise during their play. They also make good use of the learning resources to develop their learning and skills with a range of different tools and materials.

A consistently strong and outstanding aspect of the setting is the provision of a well prepared and stimulating learning environment for children. Excellent use is made of the highly organised play spaces and resources within the setting, that successfully holds children's interest and widens their learning. Very good use is also made of the nursery's outdoor play areas to promote children's physical development and their knowledge and understanding of the world. For example, children love to hide, explore and look for mini-beasts in a play area known as the jungle. Children also enjoy much expressive freedom outdoors, and have many opportunities to create their own games and be inventive during their play.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

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

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met