



Nagle Nursery

Inspection report for early years provision

Unique Reference Number	EY310127
Inspection date	30 March 2006
Inspector	Georgina Walker

Setting Address	St. Joseph RC Primary School, Chesterfield Road, Matlock, Derbyshire, DE4 3FT
Telephone number	01629 583616
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Registered person	Matlock St Joseph's Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Nagle Nursery opened originally in 1974 and re-registered in 2005. It operates from a converted designated playroom in St. Joseph R.C. Primary School, in the town of Matlock, Derbyshire.

The day nursery serves the local area and surrounding villages.

There is a secure enclosed outdoor play area and the children go for walks in the

convent and school grounds. The setting opens five days a week during school term only. Sessions are from 8.45 until 15.15.

There are currently 51 children from 2 years 6 months to 4 years 6 months on roll. This includes 41 children who receive funding for nursery education. The setting currently supports a number of children with special needs.

The day nursery employs three full-time staff who work with the children. All the staff hold appropriate early years qualifications. A relief member of staff is working towards a recognised early years qualification.

The setting receives support from Derbyshire local authority. The day nursery is owned by Matlock St. Joseph's Ltd. who delegate day to day responsibility to the staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is promoted through them learning the importance of personal hygiene. The children follow appropriate daily routines, such as washing their hands before snacks and meals, and after messy play such as the clay, and sand used outdoors. They become increasingly independent in their personal care and have consistent access to tissues in the playroom. The prevention of accidents is reduced as staff are vigilant and aware of stages of children's development. Extra precautions are taken in the narrow outdoor play area. Children's needs are met effectively if they do have an accident as staff hold appropriate first aid certificates and maintain first aid boxes which are readily accessible. Accident records are generally maintained and shared with parents. However, the detail in recording the size and location of the injury is insufficient leading to a child's needs not being met if a further accident occurs. The seeking of permission for administering medication and treatment is sought but does not extend to treatment from others. Medication records have recently been updated to ensure detail meets the national standards and children's requirements are met. Significant injuries received prior to arrival at the setting are recorded confidentially. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted with the utmost priority to ensure any distress is limited.

Children benefit from the healthy and nutritious snacks and meals provided. Snacks are enjoyed such as milk or water, apple and orange, breadsticks and yoghurt. Children have responded positively to the recent introduction of a café style snack bar to meet their individual needs. They also have free access to their own labelled drinks bottle. At lunch time they either bring their own packed lunch or eat a meal provided by the school meals service. Children do not serve their own hot meal but do have varied experiences within the planned play activities to develop their independence skills. They serve themselves competently when pouring drinks at snack time. The children enjoy spreading bread when sandwich making and competently use tools when baking, as seen in the photograph albums. Children are

starting to understand why certain foods are good for them through discussion and programmed activities, such as the 'healthy eating' theme. Individual dietary requirements are shared by parents with the staff to ensure children remain healthy and needs are met. Children's meals are presented well to ensure children eagerly enjoy meal times. A rota ensures an extensive variety is provided. This is changed on a seasonal basis and many children have more than one helping of 'toad in the hole'. Staff sit with the children as meals and snacks are social times and staff provide encouragement to eat healthily.

The children are very happy and settled in the environment. Children are supported effectively to develop their physical skills throughout the nursery. They move with confidence and an awareness of personal safety throughout the premises. Daily opportunities to play outdoors are programmed with purposeful activities to ensure children have plenty of fresh air and effective development of some skills. Children are able to negotiate around each other or resources as they move around the L-shaped play area. Ball skills are practised with kicking into a net or throwing into a large basket. The children competently climb over the large plastic caterpillar and create imaginary games when they crawl inside it. The large outdoor play area is being developed and staff are aware there is limited opportunity at present for children to pedal bikes and cars, or develop climbing skills further. An awareness of how their body has reacted to exercise is promoted, especially when included as a specific topic. Children discuss how cold they feel and how fast their heart is beating when they line up to go indoors after skipping and playing with the footballs. Regular use of small tools such as pencils, scissors and paint brushes, and a wide variety of construction toys, help children develop their fine manipulative skills competently. They also have regular opportunities to manipulate malleable materials such as clay and dough, learning new words such as squash and squeeze. Opportunities to go for a walk in the grounds is taken every week and often links to the theme. Outings with parents to Matlock or a farm are also programmed.

Staff have a good understanding of the 'Birth to three matters' framework. Children are two and a half when they attend the day nursery and staff are starting to integrate the framework into the activities under the Curriculum guidance for the foundation stage. Activities are carefully adapted to meet individual progress. However, staff are to attend training and further adapt the current planning to include the aspects of the framework and fully meet the needs of the few children who may be under three. Individual comfort and sleep needs are met as required.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Comprehensive policies, procedures and risk assessment documents exist but the staff do not consistently ensure children's safety in the outdoor play area as the drains are not covered and present as potential hazards. Children are secure in the environment. Very good security and collection procedures are maintained, with staff and visitors signing themselves in and out, and staff marking and checking registers at group times. Emergency procedure evacuations and subsequent evaluations are undertaken regularly and ensure children develop an understanding of the need for

fire safety. Children are safe on walks in the grounds and when they go on outings which include parents, as the setting has comprehensive procedures which are implemented effectively.

Children are cared for in a welcoming environment where the playroom is decorated with posters, their own craft work and photographs of them happily at play engaged in a wide variety of activities. The children have access to an extensive range of activities which are changed to promote challenge throughout the day. These are safe, age appropriate and presented at suitable levels to encourage independence and development and ensure children develop safely in appropriate surroundings.

Children are cared for by staff who have a sound knowledge of signs and symptoms of abuse and demonstrate an understanding of how to give priority to children's welfare. An ongoing programme, ensuring all staff attend training which includes current developments and changes to local documentation, is promoted. The policies do not contain all information or reflect the changes to local authority procedures from April 2006. However, children's welfare is fully supported by the staff. The parents are informed of the nursery's responsibility to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well in the nursery and have a friendly relationship with the staff. The children are confident and keen to access the extensive range of play activities. Younger children integrate quickly due to the expertise of the staff who ensure they are shown the routine and the layout of the premises. They are encouraged to separate from their parents by accessing such activities as painting at the easel. Children's developmental progress is maximised, due to consistent staff interaction and the monitoring of the children's use of activities as they learn through play. However, the 'Birth to three matters' framework is not yet fully implemented. The children develop appropriate socialisation skills as they join in group activities and move between the very well presented resources. This ensures the children are purposefully occupied. Children's physical development is promoted effectively both indoors and outdoors during the day.

The access to an extensive range of messy play activities linked to themes ensures children's development is fully supported across many areas of learning. Children's access to resources, which they can independently be creative with, is praiseworthy. Both writing and messy play areas have a trolley of resources which children can freely access to create their own pictures or three dimensional crafts. Photographs of children at play and on outings in the grounds are displayed, or available in albums, to show how they are enjoying themselves and the excellent range of educational activities they engage in. Children's daily activities and developmental progress is documented and the staff share information with parents regarding their child. The starting point for new children assists staff in promoting individual future need.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards

the early learning goals as the planning demonstrates an excellent understanding of how to present an extensive range of activities and extend children's learning. Planning is effective and staff use the stepping stones to identify the curriculum is covered. However, this is over a long period of time and it cannot be guaranteed all children experience all aspects. Staff observe the children and evaluate they have completed an activity and use this information to progress an individual. However, evaluation does not always contain purposeful information whether the child learnt from the activity or just been engaged in it. Children's progress is shared daily with parents and written documents at open evenings or by request at any time. Ongoing training and support from the local authority is provided and staff respond effectively to ensure the children benefit from their commitment to development.

Themes, such as 'new life and Easter' are enthusiastically enjoyed by the children. The staff present the daily activities and children are eager to share information about their experiences, such as in the role-play area, shortly to be a 'garden centre'. Activities are developed over a period of time, for example the children following the progress of how their seeds are growing, showing disappointment after one day that there are no shoots on the apple pips, but recognising "you have to be patient" and "seeds need water to grow and so do we". Children are challenged to think by staff who use open ended questions such as "What do divers have on their feet when swimming"? Staff develop potential well during such activities as discussing the computer programmes on a one to one basis or when sharing information at group or story time when children put their hands up to indicate they wish to speak.

Children are well behaved and eager to try new experiences. They ask questions about how things work and listen to the responses from staff. They are animated when suggesting their own ideas such as feeding the 'caterpillar' with food, which is actually the bean bags, when playing outdoors. Obvious friendship groups organise a group of children to play together on the carpet with the Brio train track, demonstrating good negotiating skills. After messy play activities they go off independently to wash. They share information about their life outside of the nursery and have confident personalities which is confirmed as they include visitors in their play. Children are developing good recall as they listen attentively to instructions and respond eagerly to staff as they choose an extensive variety of songs to sing. They particularly enjoy acting out the 'Five Little Elephants' song. Children have access to an extensive range of books and spontaneously use them from the rack. At group story time they make references to comparisons in their own experiences explaining to the group "firemen have tanks, like divers". Their writing skills are commendable as access to mark making resources is consistent and they independently use resources from the craft trolleys at the writing table. Many children can write their own names confidently with recognisable letters. They point to the words on posters, which promote good behaviour and positive images of different children in society, confirming an understanding of written language.

They have a good understanding of maths and spontaneously use their knowledge effectively during play. They calculate how many children are in the line to use the water or sand tray indoors. Children are developing awareness of the needs of others and creatures of the natural world as they enjoy the varied topics presented by staff. Computer skills and knowledge of how to use the mouse are developing well and expertise is shared with less competent children and visitors. Topics which introduce

them to the diversities in society are included and children recall eating different foods included at Chinese New Year.

Children's physical development is promoted effectively through the use of an extensive range of small resources and a well balanced programme of activities for outdoor play, within the current limitations. They enjoy the opportunity to go outside and eagerly join in the games. The children dig in the sand tray and use a range of words to describe the movement as the dry silver sand falls through the wheel. How their body changes during exercise is included in topics and referred to by staff on an ongoing basis. Children engage in an activity which introduces them to tastes of sweet and sour and they make a range of facial expressions to describe their experiences.

Children enthusiastically develop their creative experiences as they have access to an extensive range of craft, role play and musical activities. They eagerly join in the activities presented by a music teacher who comes in each Tuesday. A good imagination in the role play area leads to children spontaneously dressing up to be firemen or pretend they are in an office, using the old keyboard and saying "space, space" as they press the keys. They produce free choice crafts or copy a vase of daffodils with a degree of age appropriate expertise, using different sizes of brushes. Their finished work is displayed throughout the premises. Individual crafts and activities, such as seed planting, require children's names to be recorded on the item. This is not always written in a manner which promotes the child's individuality, or further develops their letter recognition, when initials of surnames are used. Children make reference to the wall displays and proudly point out their work and photographs, demonstrating good recall of previous activities.

Helping children make a positive contribution

The provision is good.

Children are developing an understanding of how everyone positively contributes in society. Resources which promote positive images are available and posters are prominently displayed for children to refer to. Members of staff consistently use appropriate language to assist children's learning. Their knowledge and experiences are successfully extended as craft activities linked to culture and festivals are included. Programmes on the computer include positive images of people in society. Equality of opportunity is promoted well as activities are adapted to ensure children's developmental needs are met. Children's understanding of the needs of others are promoted successfully through discussion and the well planned introduction visits for new children. Children develop a strong sense of independence and self-worth as they are encouraged to share, take turns, follow rules and listen to others.

Children's spiritual, moral, social and cultural development is fostered. They are well behaved as they learn to accept the rules and respond to the firm and consistent expectations of the staff. They remind each other no bumping or pushing when waiting to go out doors. Children are respected and treated as individuals, they are welcomed and valued. They are very confident in the setting and show a sense of belonging to a wider group. Staff use their expertise, have ongoing discussions and

use information sheets completed by parents to ensure children's individual needs are met. These do not include the child's ethnic origin, although these are discussed.

Information is shared daily and parents specifically like the flexible and extended wrap-around services the nursery provides to meet children and family needs. Co-operation between parents, staff and outside agencies ensures children's specific needs are met. The partnership with parents and carers is good. Information about the curriculum and nursery grant funding is comprehensive and children's development records are available at any time for parents to read. Formal meetings are planned for parents to read the records and make comments. This promotes an awareness of how much goes into the planning and what children learn through play. The new key-worker system has been fully explained to parents and ensures a closer working relationship as the staff member gets to know and plan activities for each individual child's progress.

Organisation

The organisation is satisfactory.

The welfare care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. Changes to regulations have not been included in the documents or the operational plan as the commitment by staff to ensure they provided children with relevant care and education has taken priority in this new site. This also includes the 'Birth to three matters' framework, which has been introduced into the planning. A number of documents require minor amendment such as to include the regulator's new contact addresses and phone numbers on the complaints policy. Staff are to make cross references to all five regulation documents when making amendments to their policies and procedures. Consistent implementation by the staff of policies relating to accident record keeping, and the safety of the children are required to ensure children's health and safety. Overall the range of children's needs are met.

Children are in the care of qualified and experienced staff who support them well to ensure they are happy and settled in the nursery. The ratios are maintained to a high level, which results in the person in charge having to spend her own time updating documentation. Notice boards containing information about each adult working on site reassures parents who is caring for their child. Good organisation of effectively planned, developmentally appropriate activities, ensures children's time in the nursery is worthwhile and challenging. The children are eager to engage in the exciting range of activities presented. The leadership and management of the nursery is good. There is regular support for the staff team from the representative of the limited company who own the setting, who encourages staff to seek qualifications and training via the local authority. Resources are constantly being updated to ensure the facilities are welcoming and stimulating for the children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update and obtain all documents which are required to meet regulations and promote the welfare, care and learning of the children
- ensure the safety of the children at all times
- ensure resources consistently promote positive images of diversity in society and children's individuality is recognised
- continue to develop knowledge and the planning of the 'Birth to three matters' framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning to include all aspects over a period, evaluate effectively and record purposeful information regarding children's development to assist in the planning for their individual future progress.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk