



St Vincent's Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY330072
Inspection date	13 September 2006
Inspector	Victoria Vasiliadis
Setting Address	Haydon School, Wiltshire Lane, PINNER, Middlesex, HA5 2LX
Telephone number	0208 426 1492
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Registered person	St. Vincent's Nursery 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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

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 good. 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?

St. Vincent's Nursery opened in 2006. It operates from within the grounds of Hayden school in a residential area of Pinner in the London Borough of Hillingdon. The setting opens five days a week for 51 weeks of the year from 08.00 to 18.00. All children have access to a secure outdoor area.

There are currently 60 children aged under five years on roll. Of these, 15 receive funding for nursery education. The setting currently supports a number of children

who have learning difficulties and who have English as an additional language.

The nursery currently employs 15 staff who work directly with children. Of these, 13 hold an appropriate early years qualification and two members of staff are working towards a childcare qualification.

The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a healthy diet, they enjoy well-presented and nutritious meals which are freshly prepared each day, for example cottage pie with a selection of vegetables and bananas and custard. Babies receive support from staff who encourage them to improve their independence skills as they are given their own spoons to try and feed themselves at lunchtime. The menus comply with all special dietary requirements to ensure that children remain healthy. The older children can independently help themselves to drinks throughout the day and serve their own snacks and lunch. Children enjoy sociable mealtimes where they can eat comfortably around the table with their peers and staff who converse with them whilst they eat.

Children's health within the setting is supported appropriately by staff who have a suitable knowledge of the provision's health and hygiene procedures. The hygiene procedures maintained enable children to be cared for in an environment that reduces the risk of infection. They are protected from infection as children do not attend if they are contagious. Children are given good opportunities to understand the importance of personal hygiene as staff explain to children why they must wash their hands before eating and cover their mouths when coughing. However, the babies hands are not always washed before they eat.

Children enjoy a selection of activities which contribute to their good health. Each day there are outdoor activities to help them develop control of their bodies. For example, children are able to access the tricycles, tunnels, trampoline, climbing frame and slide and go on nature walks around the garden searching for bugs and insects. These outdoor games improve children's physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well organised environment that is comfortably furnished and equipped, enabling children to make good use of space that is child focused. The arrangement of the resources and equipment means that children's independence skills are promoted, they are also able to move around safely and freely. For example, low level storage units and baskets at children's height enable them to choose and access resources as they wish.

Children's risk of accidental injury is minimised within the setting which has good safety and security precautions. Children are well supervised and are always in sight or hearing of the staff team. They are kept safe by the effective use made of the risk assessments and the positive steps taken to minimise hazards, both inside and outside. For example, radiators are fitted with covers, safety gates are in place and closed circuit television helps to keep children safe in the nursery. Staff ensure children access toys and equipment that are safe, in good condition and are regularly checked.

Children are well protected from possible abuse or neglect. Staff are aware of the setting's child protection policy and have a clear understanding of the reporting procedures if abuse is suspected. The setting has in place clear and concise written records which staff must familiarise themselves with to ensure the safety of the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three years are engaged throughout their time within the setting, they play happily with each other and children share and take turns. Children are becoming independent as they choose from a wide range of resources that are well organised, easily accessible and enjoyed by children such as cars, dolls, sand, water and creative activities. They benefit from resources that are stimulating, challenging and age appropriate in order to extend their learning and enjoyment. For example, one little boy participates in a singing activity with a big smile on his face and claps his hands enthusiastically as staff sing 'if your happy and you know it'.

The children are provided with good opportunities to develop their physical skills as they have regular access to the outdoor area where they are able to access a range of equipment such as a trampoline, tricycles, tunnels, climbing frame and slide.

Nursery Education

The quality of the teaching and learning is good. Planning is effective and the children benefit from the staff's sound knowledge of the Foundation Stage curriculum. The nursery is set up to encourage children to be independent and involved in various activities. The staff are well deployed and they extend children's vocabulary and thinking by asking open-ended questions. Staff have good relationships with the children and high expectations of children's behaviour. The children's individual involvement and interest in activities is observed and the information gained is used to plan the next step in the children's development.

Children speak confidently with each other and adults. For example, they are eager to talk about the vegetables that they planted in the garden, cared for and then ate at lunchtime. Children have the opportunity to select books independently. They handle books appropriately and are beginning to understand that print carries meaning. The children particularly enjoy listening to stories told to them by staff without the use of a book, and delight in the opportunity to make up and tell their own stories. Some children can recognise and spell their own names. For example, several children

wrote their names using water and paintbrushes whilst out in the garden.

Children are able to point out numbers in the environment and count confidently to ten in familiar context. For example, they count accurately the number of legs a dragonfly and spider has. Children are learning about shape and size as they confidently fit puzzles of varying challenges. But, children have less opportunities to calculate and measure.

Children have many opportunities to develop awareness of their own environment and the wider world. For example, through partaking in nature hunts around the garden. They develop an understanding of diverse cultures and their own beliefs when participating in festival celebrations and there are lots of visual images displayed around the nursery that reflect positive images.

Children are developing their fine motor skills. They use a range of tools and resources, such as paintbrushes, scissors, pencils and make a range of items such as planes, trains and lorries from construction toys which help them to develop good hand eye co-ordination. The children have regular access to the outdoor area where they enjoy a range of physical activities on offer. However, the more able children lack challenge in their physical development.

Helping children make a positive contribution

The provision is good.

Children's behaviour is of a good standard and appropriate to their ages. Children have a good understanding of the boundaries and behavioural expectations of the nursery and share and take turns. Staff have a great deal of respect for the children and this is influenced in the children's behaviour and the calm relaxed atmosphere created by the staff. This positive approach fosters children's spiritual, moral, social and cultural development.

Children are provided with a range of resources and visual images that reflect positive images such as puzzles, dolls, books, posters and photos. These resources are beginning to increase the children's awareness of diversity and understanding of others within the wider community.

The setting has a clear understanding of the needs of children with learning difficulties and disabilities. There is a Special Educational Needs Co-ordinator (SENCO) worker present who works with the children, parents and outside agencies. Sign language is used throughout the setting by all children and a qualified 'signalong' tutor is present who disseminates training to the staff team, there are also clearly written policies in place.

Partnership with parents is good. Staff have established effective communications with parents both verbal and written. For example, staff daily exchange information with parents about their child's day, parents' meetings are held on a yearly basis to discuss the child's progress and for parents to see what kind of activities their children are taking part in, parents are able to access their child's progress records and staff are available to speak to parents about their child at any time, newsletters

and an informative introductory booklet are shared with parents. In addition, information is provided to parents about the Foundation Stage curriculum, the six areas of learning and notice boards hold information on planning for the Foundation Stage and the Birth to three matters framework.

Organisation

The organisation is good.

The leadership and management of the setting is good. The management team has a commitment to training and the professional development of staff. Managers and staff work well together as a team, consequently this is reflected in the good practice which results in the children being happy and contented in the nursery. The management team uses discussions and regular meetings with staff to monitor the curriculum. There is a commitment from staff to develop all aspects of the service.

The premises are well organised with the child in mind. Indoor and outdoor space is set out to maximise play opportunities for children. Almost all of the legally required documentation which contributes to children's health, safety and wellbeing are in place. However, the behaviour management statement does not make reference to bullying. Comprehensive recruitment and induction procedures are in place, this ensures children are cared for by suitable staff who are appropriately vetted.

The setting employs fifteen staff who work directly with the children, of these thirteen staff hold a recognised childcare qualification and two are currently in training. Children appear happy and settled as the staff ratios are maintained and staff are effectively deployed to support children in their care, learning and play. The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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):

- ensure appropriate hygiene methods are maintained with the babies
- ensure the behaviour management statement includes methods to manage bullying.

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):

- provide the more able children with challenging physical activities and equipment in order to develop their large motor skills
- strengthen the programme for mathematics by providing more opportunities for children to calculate and measure.

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