



## St Elizabeth's Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	511414
<b>Inspection date</b>	12 July 2006
<b>Inspector</b>	Shan Gwendoline Jones
<b>Setting Address</b>	St Elizabeth's School,, Queens Road, Richmond, Surrey, TW10 6HN
<b>Telephone number</b>	020 8940 3015
<b>E-mail</b>	cbrett@st-elizabeths.richmond.sch.uk
<b>Registered person</b>	St Elizabeth's Catholic Primary School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 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?

St Elizabeth's Nursery opened in 1978. It operates from a self contained building in the grounds of St Elizabeth's Catholic Primary School in the London borough of Richmond, Surrey. It is run by a management committee which includes the head teacher of the school. The nursery is open each weekday during school term time. Morning sessions operate from 09:00 to 11:45 and afternoon sessions from 12:15 to 15:00. Some children stay all day. The children regularly go into the main school to

use the facilities. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from three-years to under five-years on roll. All of the children receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The nursery employs five staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification.

The nursery receives support from St Elizabeth's School and the Local Authority.

.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene through planned activities and routines. They wash their hands at appropriate times and also before preparing fruit for snack times. There are good procedures in place to sustain levels of hygiene and prevent the spread of infection. For example, staff clean all areas of the nursery prior to the children arriving in the morning. Children are protected from the strong sun because staff are well informed about healthcare. Children know to put on their sun hats and apply sun cream, before going outside into the garden on sunny days. Parents have been given useful literature regarding safety whilst in the sun. All staff hold first aid certificates and regularly update their knowledge.

The children benefit from good healthy nutritious snacks and their individual dietary requirements are taken into account. Staff listen and adhere to the wishes of the parents' about the care of their children. Photographs of the children are displayed prominently for staff to refer to. The list includes children's specific dietary or medical requirements. There are also clear emergency procedures to follow, should the need arise. This ensures children's welfare is safeguarded. Children are reminded to have drinks throughout the day. They are learning the effects of activity on their bodies, to know when they need another drink, as fresh water is accessible.

Children are developing a positive attitude to physical exercise which is enjoyed on a daily basis. There are opportunities for free flow of play between indoor and outdoors. Consideration is given by staff to extend children's learning during outdoor play. For example, children were having enormous fun painting the walls with water using the paint rollers. This activity also developed their concentration skills and eye and hand co-ordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and secure environment. There are good security precautions, such as an intercom system in place at the main school gates. Staff monitor all visitors who arrive via the school and those who arrive directly to the nursery. The staff help keep children safe in the nursery because they closely supervise children and respond to their individual needs. However the required adult to child staff ratios were not consistently maintained, which could have an impact on children's safety.

Children enjoy self-selecting from a wide range of clean, well-maintained, stimulating resources. They benefit from the staff's good understanding of safety issues regarding the purchase and maintenance of equipment. As a result, children are able to play with toys that are safe and suitable. Children's art work is displayed around the nursery, which makes the environment attractive and gives children a sense of belonging.

Staff have a secure understanding and knowledge of child protection issues, this contributes to children's safety and welfare. The nursery manager who is also the child protection co-ordinator, ensures that procedures are up to date and staff understand their responsibilities.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Nursery education:

The quality of teaching and learning is good. The manager and her staff have a good understanding of the foundation stage. They work well as a team to plan and provide a varied programme of practical activities to support children's progress. Staff undertake written observations of the children. Although formal individual profiles are not yet fully developed, resulting in some gaps in how plans link in with children individual progress.

Children are confident, happy and enthusiastic in participating in activities. They choose and use resources independently, and confidently express their needs, likes and dislikes. They display a high level of involvement during activities. Children are forming good relationships with adults and with their peers. They behave well and co-operate taking turns during activities.

Children are confident speakers; they use a wide vocabulary, which is extended by adults. They interact well with each other. Children listen attentively and with enjoyment to stories and group discussions. They extend their imaginative thinking through well-planned role-play. A story was read to the children of the current theme of holidays. This was extended by staff into the airport lounge in the imaginative play area. All of the children sat in rows waiting to board the aeroplane. They successfully negotiated their roles and played co-operatively together. The chosen pilot asked all the passengers 'have you got your seatbelts on?' All the children cheered 'yes' in unison, there was gales laughter. The play room is a productive environment where children feel valued and positive about their own skills and abilities. Learning is fun.

Children give meaning to their mark making and are encouraged to recognise their own name. However less emphasis is placed during the everyday routines on opportunities for children to develop linking sounds to letters. Children are able to match and compare sizes, small, big, weight and height. They are learning to count through practical activities for example, during cooking activities. Numbers are displayed providing good opportunities for children to become familiar with their shape and begin to understand their meaning.

Children have very good opportunities to develop their creativity and imagination through a well resourced craft area. Children can independently choose activities such as sticking, cutting, painting or making models. Their artistic talents are further extended through the creation of elaborate animal structures, using various art techniques.

### **Helping children make a positive contribution**

The provision is good.

Children make positive relationships in the nursery and are encouraged to feel that they are contributing in many aspects of the daily routine. Their individuality is recognised and valued by the staff, and a sense of belonging is encouraged. For example some of the children's work is extensively displayed at their height so that they feel appreciated. As children are fully engaged in meaningful play, their behaviour is good, however the behaviour management policy does not include how instances of bullying will be dealt with.

Through displays and activities which reflect the diverse local community, children develop positive attitudes and appreciation of the customs and cultures of others. The celebration of Holi, for example, also helps children to understand and value different beliefs. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. Flexible settling in arrangements helps to ensure parents are involved. Staff value parent's comments and suggestions using these to enhance the provision for children. Secure links are in place between home and nursery, parents are encouraged to share what they know about their child when they begin the nursery. Children's individual progress and achievements are discussed and shared. Regular meetings are held with the manager and a written report is produced each term. Individual targets identified enables parents to be involved in their child's learning and extend this into the home. Parents spoken to at the time of the inspection stated they were pleased with their children's progress. They found staff to be approachable, friendly and supportive.

### **Organisation**

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. The manager works directly with the children and provides a good role model to staff. She has a sound

knowledge of the foundation stage of learning and has worked with the team to develop planning and assessment methods. The head teacher of the main school is the registered person and directly supervises the manager. There is a strong commitment by the manager to improvement, training and the professional development of staff. There are satisfactory systems in place for evaluating teaching methods. The setting meets the needs of the range of children for whom it provides.

There is appropriate recruitment and vetting procedures in place and evidence is kept of checks carried out on staff and for members of the management committee.

All records, policies and procedures which are required for the efficient and safe management of the provision and for children's well-being are in place. However, most of these records were not available on the first day of the inspection. The certificate of registration; insurance and complaints procedure were not displayed on the parent's notice board. Staff are generally well deployed to support the developmental and individual needs of the children. Although, the required adult to child staff ratios were not maintained at all times. This was due to the organisation of parents meetings which were conducted in the nursery play room. Staff, parents and children were present. This could compromise children's safety and issues relating to confidentiality were not fully respected.

### **Improvements since the last inspection**

At the last care inspection two actions were set:- to ensure accidents which occur to children are recorded and the parents are informed; obtain written permission from parents before administering medication to children. The setting reviewed systems for recording accidents and written permission is sought from parents prior to administering medication. These actions ensure the children's welfare and safety.

A number of recommendations were also made:- 1) conduct a risk assessment on the premises identifying action to be taken to minimize identified risks, risk assessments are now carried out; 2) request written permission from parents for seeking emergency medical advice or treatment, written permission is sought and recorded; 3) ensure the garden is checked for animal faeces before the children use the area, this area is checked each morning prior to the children's arrival; 4) ensure that the child protection policy in relation to volunteers not being left unsupervised with children is implemented at all times, policy had been amended and implemented; 5) ensure each child is allocated to a member of staff who is the key person, key worker system has been adopted; 6) continue to develop the range of resources which give positive images of culture and disability, a range of resources to promote this area are now in place. All the recommendations contribute to the children's safety and well being.

At the last nursery education inspection the setting was asked to:- provide children with more regular opportunities to use programmable toys to support their learning, this area is currently being developed, more programmable toys are available, such as a programmable robot and use of a digital camera. They were also asked to consider how they demonstrate the way in which children's observations are used to plan for their next stage of learning. This has been partially met and is an ongoing

development for the setting. All these actions have a positive impact on the children's development.

### **Complaints since the last inspection**

There are no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain other than those made to Ofsted.

## **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 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 all of the policies and procedures, required for the safe management of the setting are available for the inspector at all times.
- ensure the certificate of registration; insurance and complaints procedure are displayed.
- amend the behaviour management statement, to include how instances of bullying will be managed.
- ensure the required adult to child staff ratios are maintained at all times.
- review the organisation of all meetings with parents to ensure confidentiality is maintained.

#### **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):

- further develop the planning of activities, to clearly evaluate the outcomes linked to children's individual progress in learning.
- place more emphasis on communication, language and literacy by providing opportunities for children to develop linking sounds to letters.

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](http://www.ofsted.gov.uk)