



## St John's Nursery Group

Inspection report for early years provision

<b>Unique Reference Number</b>	205391
<b>Inspection date</b>	13 October 2006
<b>Inspector</b>	Janette Elizabeth Owen
<b>Setting Address</b>	Our Lady Queen of Peace Church Hall, Bransford Road, St Johns, Worcester, WR2 4EP
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<b>Registered person</b>	Sheila Margaret Jones
<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 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. Johns Nursery Group opened in the 1950's. It operates from a church hall situated on the outskirts of Worcester City. A maximum of 26 children may attend the setting at any one time.

The group opens five days a week from 09:00 to 15:15 all year round, half day sessions are also available. Term time only. There is a fully enclosed outdoor play area available for children's use. There are currently 43 children from two years and six months to five years on roll. Of these, 21 children receive funding for early education. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities and who speak English as an additional language.

The nursery employs seven staff. Of these, five staff hold appropriate early years qualifications. Two members of staff are working towards a Foundation Degree in Early Years.

The setting receives support from a the Local Authority and is regularly represented at local early years partnership meetings. The setting has successfully completed the Pre-school Learning Alliance's accreditation scheme an is a member of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is adequately promoted because the staff take reasonable steps to promote children's good health. Staff are well informed of health and hygiene procedures and appropriate measures are taken when children are ill so that their health needs are met. Children are learning about personal hygiene through daily routine hand washing. However, arrangements for hand washing after toileting and before snacks are not managed effectively to ensure the risk of cross infection is minimised as far as possible. Procedures for caring for sick children protect the health and well being of all other children. Sick children are excluded in order to prevent the risk of cross infection. Medication records are maintained correctly and children receive suitable care in the event of an accident because staff hold current first aid certificates and keep records, signed by parents, of any accidents that occur.

Children are appropriately nourished and have satisfactory opportunities to learn about healthy eating because they enjoy a varied range of healthy snacks, provided by parents that include different types of fruit, cheese and yoghurts. Children learn about healthy foods through topic work and food tasting. There are effective arrangements to ensure all staff are aware of any specific dietary needs or allergies and they have attended training on how to provide a healthy packed lunch. This information is shared with parents to ensure children's lunch boxes are healthy and nutritious. Children are learning to express their needs and are beginning to meet those needs independently, for example, by being able to access drinking water for themselves.

The nursery staff have a good understanding of the needs of the younger children and provide appropriate activities and resources to support their physical and emotional development. Children's physical skills and co-ordination are developing well. They have good hand-eye co-ordination, because staff provide a good level of support to enable them to learn to handle pencils, scissors and cutters well. They manipulate and join together construction materials efficiently, building structures and animals with bricks and shapes. Children have access to a secure outside area where they can develop their climbing and balancing skills using a wide range of equipment such as obstacle courses, climbing frame and wheeled toys. Children's emotional needs are understood, staff work well in partnership with parents and carers to ensure children receive sufficient support in order to manage the transition between home and nursery.

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

The provision is good.

Children are well cared for in premises that are safe and secure. Children and their parents and carers are made welcome as they arrive at the provision, activities are set out in readiness for the children and staff are available to talk to parents and carers. The hall is large and spacious

providing sufficient space for children to move freely around activities. Provision is made for children to play quietly or rest in the book area, children are able to sit quietly with a book or rest behind the screen if they are tired before resuming play.

Children are provided with a varied range of good quality resources, this is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition, well-maintained and conform to safety standards. The arrangements for storing toys and resources hamper children's ability to become increasingly independent in choosing activities for themselves.

Children's safety is effectively promoted; the managers and staff take positive steps to ensure children's safety within the setting because all aspects of safety and security are given high priority. Risk assessments are carried out on a daily basis and are used effectively to identify any potential hazards. Children are learning to keep themselves safe because the staff encourages the children to begin to understand about safety issues both within the setting and outside, for example, children are taught the importance of road safety using road safety equipment in the setting, this is then put into practice during walks to the local library. Children are provided with fluorescent safety jackets to wear when walking to the library enabling them to be clearly seen. Fire safety equipment is fitted and children learn to evacuate the building safely during regular fire drills, they are able to explain which doors to use when evacuating the building.

Children are well protected by staff who are vetted and have a sound understanding of their role in child protection and are able to put appropriate procedures into practice. They follow child protection procedures in line with Local Safeguarding Children's Board guidelines in order to protect children from harm. Staff use age-appropriate techniques to raise children's awareness of their own personal safety.

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

The provision is good.

Children are settled and happy, they enjoy their time at nursery and respond well to staff who are kind and considerate and show a genuine concern for the welfare of the children. They readily join in with activities and are developing friendships with other children as they play harmoniously together. All children receive a high level of support and access to a wide range of developmentally suitable activities which enable them to make sound progress in all areas of their development. The consistent staff group are qualified and knowledgeable and use their understanding of early years guidance, such as 'Birth to three matters' and the 'Curriculum guidance for the foundation stage', to provide good quality care and education. Children make generally good progress because staff involve parents in the initial assessment of their child's development and quickly gain a clear view of each child's starting point when they enter the nursery. Children's individual needs are met effectively because staff work closely with parents enabling them to build a good relationship with the children which increases their sense of trust and self-assurance. Children's ability to make choices and fully develop their independence and self-care skills are limited because of the organisation of some daily routines such as toileting and snack time. Staff need to be creative in offering new opportunities for children to further develop their ability to make independent choices and become self-reliant.

## Nursery Education.

The quality of the teaching and learning is good. The staff have a sound knowledge of the Foundation Stage curriculum and of how children learn. Staff build on children's knowledge by providing a good range of activities which enable children to make good developmental progress across all areas of learning. Varied teaching methods are used to help children learn, such as discussions and practical activities. Staff are particularly skilled at understanding when children need time and space to initiate their own play and explore ideas and when to step in and stimulate the play and focus children's interest into the activity. This helps them make further progress. However, staff do not always provide sufficient challenges for older or more able children to increase their intellectual and practical skills through planned activities. Children's progress is observed and recorded to enable staff to follow children's development and ensure any concerns are identified and action taken to address specific learning needs. For example, providing more opportunities for children to learn to recognise colours. There is a good relationship between staff and children which is used well to support and encourage children to participate in activities and learn new skills. Children respond well to the expectations for good behaviour resulting in children who are well behaved and polite. Good quality resources are used effectively to support children's learning and to provide a stimulating learning environment for the children.

Children's personal, social and emotional development is good. They are becoming confident, self-assured and sociable, they are eager to please and enjoy talking with the adults present. Children respond well to the staff who demonstrate a good understanding of children's individual needs, the effective interaction with staff extends children's developing social skills well. Children's self-esteem is fostered well through praise and recognition, they show pleasure in their achievements and good use is made of circle time to enable children to share their experiences with other children and adults. Children play with a wide variety of good quality toys with enthusiasm and at times show sustained concentration in their play, particularly during free play when they use the resources to meet their own needs. For example a small group of children using construction blocks to build structures, they talked together trying to solve the problem of how to build a high tower. Children's spoken language is developing well, they are confident at initiating conversations with other children and adults. They are able to explain how to do things and give helpful instructions to other children, such as explaining how to use the dough cutters to make shapes. Children receive a good level of support as they begin to develop their writing skills. Staff use suitable strategies and teaching methods to enable children to make good progress in forming recognisable letters and using writing materials. Children are learning to use numbers in everyday situations such as counting the number of children present each day. They show a good understanding of shapes and size through practical activities as they build towers and structures with construction materials, they can recognise shapes they see around them. Mathematical language is not always used consistently by staff to further develop children's understanding and use of mathematical concepts particularly in relation to size.

Children are developing their understanding of the world in which they live by observing and investigating using their natural curiosity to find out about things. They have good opportunities to learn about the community in which they live through regular walks to the local library and through talking to invited visitors to the nursery such as the police and dentist. During free

play children are able to develop their building skills, making structures using different types of building blocks and shapes. They have sufficient time and space to build large constructions and develop their own ideas. However, more focused activities do not provide sufficient challenges for older or more able children to use their design and making skills to their full potential. Children have ample opportunity to be active and develop their physical skills through other aspects of their learning such as using tools and materials safely and physical exercise. Children's creative development is satisfactory, some adult initiated activities limit children's developing creativity because they do not have sufficient opportunity to complete work from start to finish themselves in order to enhance their own creativity.

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

The provision is good.

Children are valued as individuals because staff know the children well. All children are welcomed to the provision and staff obtain the necessary information from parents and carers to ensure that children's individual needs are met. Children develop a sense of belonging as they work harmoniously with others and co-operate in the activities. Staff are good role models, treating all children with respect and helping children accept their differences and similarities. All children are able to develop an awareness of the wider world around them as they access resources and activities that encourage a positive attitude towards diversity. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties or disabilities receive a good level of support because there are effective systems in place which enable staff to implement individual education plans for the children identified with specific learning needs. Staff work well in partnership with parents and carers and other professionals involved in the children's care to ensure each child is able to make sound developmental progress.

Children understand responsible behaviour and learn about boundaries because staff are able to manage a wide range of children's behaviour. They deal with behaviour consistently, in a way which is proportionate to the child's level of understanding and maturity and promotes a positive attitude about good behaviour. Staff are good role models, demonstrating respect for other members of staff and children. They actively promote good behaviour through consistent praise and recognition of children who are helpful and polite. Children's natural exuberance is channelled effectively into constructive play by staff who are skilled in managing behaviour. They instinctively know when to intervene and when to allow children to learn to negotiate and solve problems for themselves.

The partnership with parents and carers is good. Children benefit from close links between home and nursery which enables them to settle and develop a sense of belonging because staff use information provided by parents and carers to identify and respond effectively to children's individual needs. Parents are able to make informed decisions about their child's care because they are provided with information on the provision such as written policies and regular newsletters; they have opportunities to discuss their child's needs with staff who are knowledgeable and friendly.

## **Organisation**

The organisation is satisfactory.

The organisation of the provision ensures that children are generally well cared for because there are well qualified and suitable staff to meet the needs of all the children for whom the setting cares for. The staff work well together as a team and are flexible in their roles enabling children to receive a good level of support and access to good learning opportunities. The organisation of some of the nurseries daily routines are not effective in promoting children's good health or developing independence. Children are well supervised and receive a good level of care. They are grouped effectively to ensure they have appropriate access to a good range of learning and development opportunities.

All documents requires for the effective and safe management of the provision are maintained. Children's well-being is generally safeguarded because staff obtain all required information and any required consents from parents when children are admitted to the group.

The leadership and management is good. The setting is effectively led by joint managers who share the responsibility for the provision. They are proactive in implementing any new legislation or regulations which impact on the childcare. The managers monitor the work of the staff to ensure they follow appropriate procedures and are able to deliver good quality learning experiences for the children. The provision for nursery education is good because staff are knowledgeable and use successful teaching strategies to enable children to make sound developmental progress. Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

At the last care inspection it was recommended that the nursery review the existing child protection and health policies. This was to ensure that they fully explain in writing how allegation of abuse made against a staff member or volunteer are managed, and how Ofsted will be notified of any serious injury or death and any notifiable diseases. The nursery has improved the safety and welfare of the children by ensuring that the child protection and health policy are effective in informing staff and parents and carers of the procedures to be followed. A point of consideration was given in relation to nursery education in relation to improving children's access to more challenging wheeled toys. The managers have considered this and following an assessment of the available outside play space have decided on safety grounds not to provide additional wheeled toys.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

## 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 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):

- review hand washing arrangements to improve the risk of cross infection
- review organisation of daily routines to ensure children are able to fully develop their independence.

#### 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 opportunities to extend activities in order to provide sufficient challenges for the older or more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)