



St Winifreds Nursery

Inspection report for early years provision

Unique Reference Number	404911
Inspection date	22 November 2006
Inspector	Samantha Smith
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Type of inspection	Integrated
Type of care	Sessional 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

St Winifred's Nursery was established in 1959. It is situated in Chigwell and serves the local community. The setting is based in the church hall and consist of a large hall, small room and a large garden.

The setting is registered to care for 26 children and there are currently 31 children from two to five years on roll. This includes 27 children in receipt of funding for early education. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:15.

There are eight part time staff working with the children. Over half the staff have early years qualifications to NVQ level two or three. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in clean environment where good health is mostly promoted. They are learning the importance of personal hygiene through routines and gentle reminders they receive from staff. There are clear procedures in place for dealing with sick children and all staff are aware of this. There are appropriate systems for recording accidents and medication administered to children. Staff have current first aid certificates ensuring that there is always a qualified person present at all times.

Children receive healthy snacks which consist of a selection of fruit and they have a choice of milk or water. There are opportunities for children to begin to be able to address their physical needs as they help themselves to water throughout the session, recognising when they are thirsty and need a drink. However, the organisation of snack time has an impact on children's growing levels of independence. For instance, the room where children have snack is small and space is limited. Children sit on chairs and benches whilst they try to hold their fruit and cup at the same time. This sometimes results in the younger children trying to balance both, often having accidents. Procedures to promote children's health and well-being are not consistently applied. For example staff do not encourage children to put their coats and hats on in very cold weather and they are stored too high for children to reach themselves.

Regular physical activity is provided through a range of indoor and outdoor activities such as climbing on large scale apparatus, balancing on beams and practising body movement on a small trampoline. They are also developing ball skills as they learn to throw, catch and kick. Resources such as scissors, threading, pencils and puzzles help to promote their fine motor skills. However these do always present sufficient challenge for older more able children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are warmly greeted into the setting which is an adequate state of repair. Restriction imposed by the building limits the amount of display space this has an obvious impact on the presentation of the setting, including no notice board for parents. Staff work hard to overcome this and toys are attractively set out creating an inviting environment. Staff greet children and parents with a smile and general chat also takes place to exchange information. The hall is very spacious allowing children to move around freely and safely both inside and outdoors. They have access to a good range of developmentally appropriate toys and equipment that are set out for them on a daily basis.

Security of the premises is good, the main door is kept locked and children are unable to leave unsupervised. Visitors are only given access by the staff and are required to sign a visitors book.

The register clearly shows arrival and departure times for staff and children, giving an accurate record of exactly who is on the premises at any given time. Effective systems promote children's safety, for example, having appropriate policies and procedures and ensuring staff are deployed effectively.

Children's welfare is supported through the staff's sound knowledge of child protection issues. Reference materials including the government booklet 'what to do if your worried a child is being abused' and a child protection policy are in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happy and eager to participate in the activities prepared. They separate from their parents and carers with ease and they settle confidently into the routine of the day. They take part in a sufficient range of activities provided and toys and equipment promote learning in all areas of development. The main activity hall is laid out into different areas of learning and toys are set out attractively on the floor or table tops for children to make independent choices of what they would like to play with.

Children are mostly supported well in the setting as staff have a sound understanding of the early learning goals. However, staff do not have a clear knowledge of the 'Birth to three matters' framework as a result outcomes for children under three are not always suitably promoted. For example, during a singing session all children were grouped together and they were being taught the '12 days of Christmas' song. The younger or less able children began to struggle with this and became restless. This had a direct impact on the older children as they became distracted. As a result the singing session was disrupted.

Staff spend time interacting with the children as they engage in play and they offer support if needed. They mostly ask questions that help prompt their thinking and encourage children to express their ideas. This helps to promote their language development. Children play well together. Some obvious friendships have been formed between a few of the older children and they are developing social skills such as sharing and turn taking. Young children are developing a sense of trust and security as they build relationships with their assigned a keyworker.

Nursery Education

The quality of teaching and learning is satisfactory.

Staff have suitable knowledge of the Foundation Stage and use this to plan a range of experiences for children to participate in. Staff are aware of the stepping stones that children go through in order to make progress towards the early learning goals. Plans include all areas of learning. However, they do not reflect specific learning intentions and do not show any adaptations. As a result, some activities lack challenge for older, more able children and set unrealistic goals for the younger less able children. Staff use a variety of teaching approaches throughout the sessions, for example, one to one work, small and large group opportunities. Each key worker completes observations and pass on information to each other to ensure progress reports are accurate. As a result most children are making some progress towards the

early learning goals although their starting points are unclear. This is evidenced in the assessment records kept on each child.

Children enjoy their time in the setting and staff know them reasonably well. Children's personal, social and emotional development is fostered as children are settled and secure in the setting. They show sufficient levels of confidence and self esteem. However, opportunities for children to practise their independence skills and develop a sense of a good sense of belonging are limited. Although they assist their personal needs when they use the toilet themselves, opportunities to support this are not consistently taken. For example, children do not help prepare snacks and they are not encouraged to help to tidy away activities. Also, their personal belongings are out of reach and they cannot access them.

Children are beginning to gain an appreciation of books through story sessions and as they independently select books from the well resourced book corner. They are learning to recognise their names as they find and post their name cards on arrival each morning. Having a 'letter of the week' helps children think about things beginning with the current letter, for example, this week it is the letter 'K' and children are encouraged to bring something beginning with the letter from home.

Children show understanding of mathematical concepts such as numbers. There are many opportunities in the daily routine for children to count and practise their number skills. For example counting the number of children present at registration, counting the number of beads on the table and they choose a number and count the number of children out after snack time. This demonstrates their concept of one to one correspondence. They learn about colour through the participating in 'the colour of the week', and are encouraged to bring objects from home and find toys around the setting of the same colour. They are beginning to make patterns with coloured beads and geometrical objects help them gain an understanding of shapes and size.

Children have opportunities to develop creative ideas through messy activities where they explore colour, texture and use a variety of media. Also easel painting allows children to freely express themselves although at times the colour of the week takes a strong focus and sometimes limits children freedom of expression.

Children's knowledge and understanding of the world is promoted through a range of resources that encourage them to explore and investigate. They use a range of resources such as sand and water. Topics about growing and planting increases children awareness of their natural environment as they take part in planting seeds and learn about living things through visits from the vets and exploring other living creatures in the garden such as birds and field mice. Media resources available include phones and calculators.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed and valued by staff. A welcome poster in the entrance hall in various languages and photographs showing past activities have encouraged equal opportunities and demonstrates the settings awareness of this. However, current practice does not support this. This is evident through the lack of resources and planned activities to promote

positive images. As a result children are not gaining a full appreciation of themselves or learning about people from different backgrounds.

Children with learning difficulties and disabilities are fully integrated into the setting. Adaptations are made to activities to ensure all children are included and there is a qualified Special Educational Needs Co-ordinator (SENCO) in place. Good systems are in place to ensure that staff, parents and external agencies work alongside one another to support the specific needs of the children attending.

Children are well behaved, this is because they are mostly stimulated and involved in their play. Staff interact well with them and they act as positive role models as a result children respond well to their calm and positive approach. There is a behaviour policy in place that all staff are aware of and this is consistently applied. However, this is not in line with current guidelines. Children receive good levels of praise and encouragement for their efforts and achievements which boosts their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Staff spend time talking to the parents at the end of the session and parents are aware of their child's keyworker. The required paperwork is in place and parents receive written information about the setting including the aims and objectives, activities children will be involved in and general information about how the setting is run. Parents receive letters to inform them of the events for the forthcoming week and any special events. However, some parents feel because they attend part-time they do not receive the information and as result their child is unable to take part in the focus activity of the week.

Partnership with parents is satisfactory.

Parents of children receiving nursery education receive some information about the curriculum and the progress their child is making. They receive progress reports once yearly. However their involvement in their child's learning is limited. Systems to gather information on children when they start at the setting are not completed consistently as a result only some children's starting points are identified and it is not evident how this information is used.

Organisation

The organisation is satisfactory.

Children are cared for by suitable adults. All staff have had the required checks carried out and children are never left alone with un-vetted adults. Qualification requirements are well met as the most of the staff team are trained to level three in child care and most staff have a first aid qualification. Staff are mostly kept up-to-date with current issues through feedback they receive from the manager. As a result, children receive care in line with current practice. However, there are some weaknesses in the current monitoring systems, including the induction of new staff and students on placement. Although induction packs are given to new staff and students there are no procedure in place to ensure they have read and understood them. Also systems in place to assess the quality of the provision are ineffective because appropriate actions is not always taken. For example, some steps have been taken to address the recommendations made at the previous inspection however, there are still some issues outstanding.

The setting complies with registration conditions as the certificate is displayed, in line with regulations. There is a good level of staff, child ratios and staff are effectively deployed within the nursery to ensure all areas are appropriately supervised, however there are weakness in the organisation of the small room.

Leadership and management is satisfactory. Staff demonstrate a commitment in implementing the aims and objectives of the setting, to ensure the learning outcomes for children are best promoted. Staff work well as a team and maintain a good working rapport. Positive links have been established between the setting and other agencies and professionals including the area SENCO and speech therapist and information is exchanged between them. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to ensure fire drills are logged and relevant information is recorded. Fire drills are carried out every half term and records are kept in the register and all staff are aware of the procedures to follow ensuring children safety in the event of an emergency.

They were also asked to ensure the procedures for lost and uncollected includes notifying Ofsted and to allegations made against a member of staff in the Child Protection Policy. Both policies have been updated in line with current guidelines. This ensures that children safety and welfare is protected and correct procedures followed.

Nursery Education

The provider was given the following recommendations to improve the provision of nursery education; to improve staff's planning of the curriculum to ensure that learning intentions are highlighted for children who learn more quickly and for those who are less able. Whilst children records are used to inform planning and some progress has been made towards this. At the time of the inspection plans do not clearly identify adaptations made to ensure activities are suitably planned to include all children.

The provider was asked to extend opportunities for children to further develop their independence skills through their participation in practical and everyday routines of the day such as snack. Whilst positive steps have been taken to achieve this through the provision of a buffet style drinks table where children pour themselves a drink when they are thirsty. There is still room for improvement in other areas. As a result recommendations have been raised at this inspection.

The provider was also asked to improve the organisation of story time to ensure this is appropriate for children. At times in the day children are separated into two groups according to age and ability, where they participate in various activities including story time.

The provider continues to address the recommendations raised and is making some progress towards achieving them.

Complaints since the last inspection

Since 1 April 2004 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

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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 children's health and well-being is consistently promoted, this refers to children being appropriately dressed to access the outdoors
- improve outcomes for children from birth to three years by using an approach in line with the 'Birth to three matters' framework
- provide resources and activities that promote equal opportunities and anti-discriminatory practice and update behaviour policy to include a statement on bullying
- review the organisation of snack time to ensure space and opportunities are maximised to meet the needs of the children.
- review current systems in place to monitor the continued improvement of the provision (also applies to nursery education).

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):

- ensure plans reflect different learning intentions and show how the activities provided will be adapted in order to meet the needs of all children, providing sufficient challenge and increasing levels of independence
- improve the partnership with all parents by ensuring they are kept well of informed of the curriculum their child is following and of weekly events and use information gathered from parents to identify children's starting points

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