



St Pauls Nursery

Inspection report for early years provision

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| Unique Reference Number | EY216824 |
| Inspection date | 24 November 2006 |
| Inspector | Kashma Patel |
| Setting Address | St. Pauls Nursery, 10 Malvern Street, Balsall Heath, Birmingham, West Midlands, B12 8NN |
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| Registered person | St Pauls Community Development Trust (508943) |
| Type of inspection | Integrated |
| Type of care | Full day care, Crèche |

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 Pauls Day Nursery has been registered since 2002. It is a community and voluntary organisation which operates on the ground floor of a multi use building in the Balsall Heath area of Birmingham. The building also accommodates the Sure start Project. Children have access to four playrooms and there are two fully enclosed outdoor play areas. There are local shops, parks and schools within walking distance. The nursery serves the local area.

The nursery is registered to care for a maximum of 58 children under eight years of age at any one time. There are currently 50 children on roll. Of these nine receive funding for nursery education. Children attend a variety of sessions. The nursery is open Monday to Friday, from 08:00 to 18:00 for 50 weeks of the year. The setting supports children with special needs and children who speak English as an additional language.

There are 15 staff employed to work directly with the children all of whom hold an appropriate early years qualification. The nursery receives support from the early years department of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are aware of the importance of good personal hygiene through their daily routines, this includes hand washing practices before snacks and after messy play. They also have regular activities such as washing the dolls which promotes their understanding of keeping clean. Children's health is promoted because most of the staff have a current first aid certificate which means they are able to respond to accidents appropriately.

Children are developing a good understanding of being healthy. They are provided with a good range of balanced and nutritious meals and snacks which meets their dietary and religious requirements. The cook spends time talking and reassuring parents about how their children's individual needs will be met. Information supplied by parents is clearly recorded and adhered to. Children enjoy serving their own food and clearing their plates after lunch. Staff support younger children, which gives children choice and promotes their independence. Children have good access to drinks which keeps them well hydrated, they all have individual bottles which are re-filled at regular intervals.

Children have good and regular opportunities to develop their physical skills. They use the outdoor facilities with skill and confidence as they develop control over their bodies. Children were observed peddling bikes and using the climb frame. They are learning about keeping fit through regular "yoga" sessions where they enjoy simple stretching exercises. Younger children are encouraged to progress to the next steps in their development as they follow musical and moveable toys that attract their attention, they were observed crawling on the floor and pulling themselves up by holding on to furniture.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are secure and well supervised in the clean and well-maintained environment. Good use is made of the various rooms within the setting and children enjoy moving round with confidence and accessing various activities. Children's safety is suitably addressed as staff carry out appropriate risk assessments to reduce hazards.

Children enjoy easily accessing a wide range of good quality equipment and resources which complies with British safety standards. Toys are stored effectively to encourage children to make choices about their activity and learning. Risks to children from broken or unsafe toys are minimised as the staff carry out suitable visual checks on all equipment. However excess equipment is stored in some play areas and in the outdoor area which impacts on children's safety and their free space.

Children are well protected by staff who have a clear understanding of child protection policies and procedures. Parents are fully informed of the setting's duty of care. As a result, children are well protected and kept safe from harm. The procedures to be followed in the event of an allegation of abuse being made against a member of staff is also in place which means staff are aware of the processes involved in such a situation.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children benefit from the organisation of the play rooms, which are divided into the areas of learning. This encourages children to make choices by selecting toys and resources which enables them to extend their own play. They engage in a adequate range of activities including role play, painting and water play.

Staff are fully aware of individual children's routines as they work closely with parents and relate positively to the children to meet their needs throughout the day. Staff have a solid knowledge of younger children's starting points, because the children are assessed as part of the 'Birth to three matters' programme which is well implemented to promote positive outcomes for younger children. Babies and young children enjoy taking part in well-planned activities that are designed to promote their all round development and learning. They receive effective support from staff who interact well and respond to children's facial expressions, smiles and vocalisations developing early communication skills.

Nursery Education

The quality of teaching and learning is satisfactory and children are making steady progress towards the early learning goals. Staff are developing their confidence and knowledge of the Foundation Stage and at present the learning programme has some weaknesses. Although the learning intention is identified in the planning it does not highlight how staff support children with different abilities. This contributes to a weakness in children's assessments which are not fully developed and staff have to rely heavily on their own knowledge of the children for future planning. There is good one to one support for children with disabilities, staff were observed supporting children with special needs and English as an additional language by speaking to them in their home language. This means children are fully integrated in to the setting.

Children are making steady progress in their development because staff make effective use of time, resources and the accommodation. They are able to access activities independently, which enables them to initiate their own play. Staff are directly involved in children's learning.

Children's personal independence skills are consistently developing, they are encouraged to serve their own lunch and take responsibility for their own needs such as washing and drying their hands. Older children show concern for younger ones by helping them with their aprons. Children are given sufficient time to complete their activities such as artwork, staff were observed giving appropriate support and encouragement.

Children are developing appropriate communication, language and literacy skills through a range of activities. They enjoy choosing a book for staff to read, they are able to pay attention

and answer questions throughout the story, this enables them to make connections. There is free access to writing area where children are making appropriate progress, some more able children are able to write a few recognisable letters of their name.

Children use a range of mathematical concepts as they weigh, measure and calculate in simple ways such as sorting out compare bears in to size and colour. They are developing an awareness of numbers and most can count up to five and some beyond. Children learn about numbers through singing songs and rhymes and are beginning to understand that numbers represent sets of objects.

The children are beginning to make sense of the world around them by investigating and exploring their environment. They have planted fruits and vegetables in the garden and cared for them by watering them. Children have opportunities to closely examine living things. For example they look at the ant farm in the nursery.

Children are developing their imagination through range of appropriate activities such as music, art, and role play. They enjoy singing with the music person who visits the nursery regularly, children were observed listening to the guitar and singing along. Children enjoy experimenting with paints, they were observed mixing colours to create another shade such as brown.

Helping children make a positive contribution

The provision is good.

Children are able to feel a good sense of belonging, as they work harmoniously with others and make choices and decisions about their play. They are developing good self-esteem and respect for others through the celebration of festivals such as Eid and Diwali. Children enjoy making cards and having parties which promotes their understanding of other cultures. There is a good range of toys which promotes children's understanding of diversity. Children are cared by staff who work with parents to meet individual needs and ensure that children are fully included in the setting. Children with learning difficulties and who speak English as an additional language receive good support from staff who are able to speak the community languages, this ensures that children are fully integrated into the setting.

Children behave well within the nursery, they have clear and consistent boundaries and know what is expected of them. Children learn to work well together by sharing and taking turns with activities and equipment. Staff act as good role models to reinforce good behaviour, they use praise and encouragement which promotes children's self-esteem and confidence.

A friendly, informal relationship with parents contributes to children's well-being. Parents are kept well informed by daily conversations about their children's progress. Parents are informed through the setting's complaints procedure how they can express any concerns and this includes details of the regulator. The parents of babies are kept well-informed through the use of daily sheets that outline their child's routines and activities for the day The provision fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is satisfactory. Parents of funded children receive some information on the six areas of learning through regular newsletters and the information board.

Some opportunities are provided to keep parents informed of children's progress and achievements through daily verbal communication. Parents are encouraged to take part in their children's learning by completing "profiles" on their children. They also have opportunities to become involved in fundraising events.

Organisation

The organisation is satisfactory.

The children are protected because recruitment and vetting procedures are thorough and ensure that all staff are appropriately vetted. This ensures that staff are safe and suitable to be in contact with children. A key worker system encourages consistency in care children and provides opportunities for parents to discuss their children's progress. Space within the nursery is generally well used where children have free access to all areas.

All required documentation is in place to promote children's sense of well-being. An appraisal system is in place to identify the developmental needs of staff who are committed to developing their knowledge. They undertake various courses to provide appropriate levels of support for children.

The leadership and management of the nursery education is satisfactory. Staff work well together and communicate effectively with each, offering support. However, some staff have not attended appropriate training and this impacts on children's learning and development. The management are aware of this weakness and are offering regular support to staff who are due to undertake training.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the nursery agreed to ensure all accidents forms are signed by parents, to promote equality of opportunity around the nursery and to keep an accurate register of children's attendance. Children are safeguarded because all accidents are shared to keep parents well informed and an accurate register is kept of children's attendance. Children are learning about the wider world because there is a good range toys and resources to promote equality of opportunity.

At the last nursery education inspection the setting was required to improve children's communication skills, to promote equality of opportunity by ensuring there is a good range of resources, to record challenges for 3 and 4 year olds and to show how staff will support children with disabilities and who speak English as an additional language. Children have good opportunities to develop their communication skills. They freely access a good range of equipment to develop skills in writing and matching letters of their name. Children with disabilities and who speak English are well supported by staff, but planning does not indicate clearly how they are supported. Also planning does not show how three and four year olds are supported and challenged to extend their learning.

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.

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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):

- improve safety by ensuring that excess equipment is stored appropriately and does not compromise children's free space

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):

- develop staff's knowledge of the foundation stage to ensure that the learning programme is effective to meet the needs of all the children.
- improve children's assessments and use this information for the next step in their development.

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