



St Clements Nursery School

Inspection report for early years provision

Unique Reference Number	122523
Inspection date	23 November 2006
Inspector	Lindsay Ann Farenden
Setting Address	307 Kingston Road, Ewell, Epsom, Surrey, KT19 0BW
Telephone number	0208 393 5572
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Registered person	St Clements Nursery School
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 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 Clements pre-school opened in 1996. It operates from a large church hall, and has access to a smaller room, kitchen and toilets. All children share access to a secure enclosed outdoor play area. It is situated in Ewell, Epsom, Surrey. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.00 term time only.

There are currently 30 children aged from two to under five years on roll. Of these 15 receive funding for nursery education. Children come from the local catchment area. The pre-school currently supports children with special educational needs/disabilities.

The pre-school employs seven staff. Six staff including the manager hold appropriate early years qualifications. The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean environment and maintain good health because staff follow good procedures and practices. This ensures children's physical, nutritional and health needs are met. Children automatically wash their hands, as part of everyday routines, such as after using the toilet and after messy activities and touching animals. Children are supervised by staff in the toilets, although older children are encouraged to use them independently.

To prevent children becoming thirsty or dehydrated, they can access drinks that are kept at their level at all times throughout the session. Staff encourage children to have a drink after physical exercise, which helps children become aware of their bodily needs.

Staff work closely with parents to ensure children's individual dietary needs are known and these are taken into account at snack time. Children enjoy nutritious snacks of fruits, which help them develop healthy eating habits from a young age. Children take part in growing vegetables in the garden. These are then cooked on the premises and the children eat them. This helps children develop an interest in foods and where they come from.

Children's health and welfare are well protected because the first aid box is well stocked and all staff hold a current first aid certificate. For continuity of care parents are notified of any accidents and have provided consent in relation to medication and emergency treatment. Children who are infectious do not attend the nursery, thus preventing the spread of contagious ailments.

Children have good opportunities to develop their physical skills, balance and co-ordination, when playing in the garden and from indoor experiences. Children are skilled at manoeuvring cars, bikes and scooters going fast and slowly and stopping at traffic light equipment, showing a good awareness of space and safety. They learn to control their bodies, as they practise throwing and catching balls, using balancing equipment, slides and crawling through tunnels.

Children's eye and hand co-ordination is encouraged through a good variety of planned activities provided, for example, painting with brushes, threading pasta, cutting with scissors, using rolling pins and joining construction materials together.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have easy access to a good range of play resources and equipment, which are of good quality and appropriate to their age and stage of development. These are very well organised, so children have lots of space to play safely and make independent choices.

Children enjoy their play in a safe environment of an appropriate temperature. Staff do daily thorough risk assessment checks, which reduce potential hazards. To safeguard children there are good security systems in place for children's arrival and departure, which includes a member of staff supervising the entrance to the hall and ensuring the door is secure when parents leave.

For extra security, the entrance door is alarmed, so staff are alerted if it is opened. Children play in a secure garden area. This means that children's safety is given top priority.

The risk of accidental injury is reduced because staff organise themselves well, ensuring that children are supervised at all times. The children are helped to learn to keep themselves safe, through discussions with them, such as bumping their heads if they play under the table.

Fire protection equipment is fitted appropriately, such as fire blankets and extinguishers. However, children are not fully protected, as there are no smoke alarms to alert staff to a fire in the building.

Children and staff practise the emergency evacuation procedures. This helps children become familiar with the routine in the event of an emergency, so they learn how to leave the building quickly and safely.

Children are well protected because staff have attended child protection training. They are aware of the child protection procedures. This gives top priority to the children's welfare within the setting.

Helping children achieve well and enjoy what they do

The provision is good.

All children arrive happily as staff warmly welcome them as they arrive. Their happiness is evident at being in the group as they eagerly make their way to the good range of resources set out for them in an attractive manner on child size tables and mats on the floor.

Staff have attended Birth to three matters training and have a good awareness of the experiences and activities that younger children need and plan and adapt activities accordingly.

Children enjoy discussing pictures with staff and having stories read to them. They like discovering different sounds using bells and musical instruments. They very much enjoy taking part in action songs, singing them with great gusto, as they join in with repeated refrains and movements. This encourages their communication and language skills.

Children take a great interest in the pre-school's new pet hamster, they help prepare the cage and its food and drink. They then watch in wonder, as the hamster is put in the cage.

Staff offer children good levels of support and praise, which encourages their sense of well-being and helps to make them feel secure. They join in with children's play and help them with various activities, whilst also leaving children to play freely if they prefer. Staff are very enthusiastic and obviously enjoy working with children. This then rubs off on the children, who are equally enthusiastic within the pre-school.

Nursery Education

The quality of teaching and learning is good. The children are excited and motivated to learn, as they access the good range of resources and planned adult led activities, which supports their learning in all areas of the Foundation Stage of learning. Children show a great sense of

belonging, as they greet each other and staff on arrival. They quickly link up with friends and very confidently initiate their own play. Staff are at hand to help children to explore and experiment as they play.

Children are developing good self help skills as they put on and take off the painting aprons and learn to do various fastenings as they dress up in different costumes. This helps them with dressing skills.

Children speak very confidently with their peers and adults. They talk openly, and ask and enthusiastically answer questions during circle time. Staff organise story time very well by planning in advance what books and props will be used. Children avidly listen to stories and enjoy taking part in the story using the props. They enthusiastically answer questions about the pictures and the sequence of the story. This helps children develop a healthy interest in books.

Children are introduced to the sound of letters as staff talk to them about objects which begin with the alphabet letter of the week. Children enjoy drawing pictures and mark making. The more able children are able to write their names, forming recognisable letters. However, writing materials are not always available to write for a variety of purposes in all areas of play.

Staff provide many excellent innovative ways to encourage children's mathematical thinking and make learning real fun for them, for example, playing pass the parcel using numbers, hunt for various numbers in the garden, call out numbers they find in shaving foam and ice cakes with the number of dots for their age. Children are able to recognise and count numbers up to 10 in sequence and know various shapes and colours. They are beginning to learn simple calculations, using their fingers and through singing number songs. Children are developing a good awareness of measurement as they count spoonfuls of ingredients during cooking sessions. They enjoy learning about volume and capacity when pouring water and sand using different size containers.

Children build their own models using construction materials, and discuss with each other the height and width of their models, which shows they are using maths in everyday play. A good range of puzzles are placed out for children, which are differentiated well to take into account of children's differing abilities and staff offer good support to children, making suggestions as to how they can match up pieces, to extend their mathematical thinking.

Children have good opportunities to learn about living things and explore them over time. For example, they planted sunflower seeds and vegetables, watered them and watched them grow and produce an end product. They learn to be caring to animals, as they stroke, brush and feed a dog that visits. Staff organise visits to the farm where children are able to see and touch real animals. There are good systems in place to develop an awareness of their community and other cultures and beliefs, through visitors to the pre-school, outings and meaningful festival celebrations.

Children take it in turns to use the computer, which introduces them to software programs and develop mouse control. They are inquisitive when looking at shells, cones and the gold fish

through magnifying glasses. Staff provide children with real life experiences, such as posting cards they have made in the post box.

Children dance to music with great enthusiasm, moving their bodies with expression, as they pretend to be butterflies and elephants. They have a large repertoire of songs and sing in a hearty manner to music. Children use their imaginations well in the role play area, as they pretend to make and eat pizzas.

Children's creative experiences are fully enhanced as they explore colour, shape and texture through a variety of materials. Children enjoy painting portraits of each other through a clear window and painting with brushes, using a variety of colours and sometimes mixing them together to create new colours. They explore the texture of fish, then paint it and make prints from it.

The staff work diligently to inspire, praise and encourage children to learn new skills. Children are confident to take risks in their learning, trying new skills without any fear of failure. Staff are very perceptive to children's interests during self-initiated play and use very effective questioning to encourage children's learning. Staff work closely with the parent's to find out children's skills and abilities and use this as a starting point to help children make progress. Staff know the children well and make meaningful observations of children and use these and developmental profiles to monitor their progress. They then use these to provide activities for children to meet targets and move onto the next step of learning. Staff have a good awareness of the Foundation curriculum and effectively plan activities which encourage them to make progress in all areas of learning.

Helping children make a positive contribution

The provision is outstanding.

The partnership with parents is outstanding. This contributes significantly to children's well-being and welfare at the pre-school. Children benefit from staff actively seeking information from parents when children first start, about their child's developmental stage and needs when they first start. Staff work closely with the parents and have a flexible approach regarding children's individual needs, which helps children to settle well and be well supported throughout their time in the pre-school.

Staff ensure that parents know how their children are progressing and developing through regular meetings and the sharing of their child's individual developmental profiles and the learning targets set for children. This helps parents extend their child's learning at home.

The parents' information table and various notice boards, keep parents very well informed of the activities children are undertaking and the letter they are learning each week. Parents are provided with information about the Early Years Curriculum in the information leaflet. The excellent information boards on the six areas of learning displayed in the hall and files showing photographs of activities children do, demonstrate how children learn through play.

Children who have learning difficulties or disabilities are warmly welcomed into the pre-school. Staff value and respect each child's individuality and actively promote an inclusive environment

for all children. There are comprehensive procedures in place to ensure that children's needs are discussed with parents and their progress monitored and promoted. Staff work very closely with parents and other professionals, when setting meaningful targets as part of individual education plans, to ensure children are helped to make progress.

Children behave very well as they have clear routines and boundaries. These are though, flexible to meet individual children's needs. For example, children do not have to join in with planned activities, but are actively encouraged to. This helps children to feel safe and secure within the pre-school. Staff offer children lots of individual support during the sessions and ensure they are kept constantly occupied to prevent behaviour difficulties. Children take turns using the activities and learning to share the resources.

The staff give children constant praise to reinforce positive behaviour and acknowledge their efforts and achievements. This contributes to children's very high levels of self esteem and makes them feel valued. Staff give children rewards for good behaviour. For example, when children said thank-you for their snack, children got a sticker. This quickly encouraged children to say thank-you and therefore, learn good manners.

The children have extensive opportunities to learn about others and the wider world, through well planned meaningful activities and visitors to the pre-school. For example, in the role play area, as children played with Indian dolls and puppets, dressed up saris and puyabis, explored Tamil writing and looked at flags and maps of the world. Children have good opportunities to access a wide range of cultural musical instruments, play resources and books, which help them learn about diversity. This positive approach fosters children's spiritual, moral, social and cultural development well.

Organisation

The organisation is good.

Children are relaxed and at ease in the well organised environment. The resources are attractively presented, which gives children confidence to initiate and extend their own play and learning.

Staff organise themselves very well, so children are well supervised throughout each session. Staff meet each morning, to ensure that they know what they are doing and a stimulating session takes place for the children who attend. The effective key worker system ensures that children's individual needs are met. Most staff are qualified and all attend training courses to extend their knowledge and skills to keep up to date with changing child care practices and the Curriculum for early years. All legally required documentation is in place and the manager regularly reviews policies and procedures, which ensures children's health, safety and well-being in the pre-school.

Children are well protected and kept safe through effective recruitment procedures. This ensures staff are appropriately vetted and qualified to determine their suitability to work with children. There is a written induction check list for staff, which ensures they are aware of the procedures and able to meet the children's needs.

Leadership and management is good. The manager is a good role model and ensures that staff have knowledge of the Foundation Stage Curriculum and are able to provide a varied and exciting range of planned activities. This enables children to make good progress. The manager works directly with the staff team and is able to observe staff and evaluate teaching during each session. There is a staff appraisal system in place to monitor staff's performance and training needs. There are regular opportunities for staff to meet together to share their knowledge and suggestions for planning and evaluate the education provided for children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Recommendations and key issues were made at the last inspection.

Since the last inspection the organisation of the routine has improved, so that adult led activities are adjusted to the children's level of development and are now only a small part of the session. Systems have been put in place to ensure staff are familiar with the policies. This ensures children's health, safety and welfare. Staff have increased their knowledge of the early learning goals through attending training and now provide children with many exciting activities to develop their mathematical thinking. Staff use their observations of children's development to set targets to help them make progress in all areas of 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 smoke alarms are in place in the premises, which conform to BS EN standards

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 opportunities for writing for a variety of purposes throughout all areas of play

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