

St Pauls (Adlington) Nursery

Inspection report for early years provision

Unique Reference Number	309678
Inspection date	09 July 2007
Inspector	Carla Owen
Setting Address	St. Pauls CE School, Railway Road, Adlington, Chorley, Lancashire, PR6 9QZ
Telephone number	01257 480 276 ask for nursery
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Registered person	St Pauls (Adlington) Nursery
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 Paul's (Adlington) Nursery has been registered since 1997. The Nursery offers sessional care for a maximum of thirty children aged from two to five years. This setting opens Monday to Friday from 09.00 until 13.00 term time only. The last hour of the session provides wrap around care for those children who stay for a packed lunch. Parent toddler group is also run on a Thursday from 13.00 to 15.00.

The premises are situated within the grounds of the St Paul's Primary School. Children have access to three large activity rooms, each utilised to meet the care and educational needs of children. There is an office, kitchen area, toilet facilities for children, separate facilities for staff, storage space and a secure outdoor play area. There is an entrance hall and cloakroom.

There are five staff working within the setting, four working directly with the children and an administrator. There are regular volunteers who assist within the Nursery. All staff hold relevant child care qualifications, one NNEB, one level 3 and two level 2. The Manager holds an National Vocational Qualification level 3. There are 27 children on register, 26 receive funding for nursery

education. None of the children speak English as an additional language and two have identified special needs.

This nursery receives support from a Surestart advisory teacher. The setting is a member of the Pre-school Learning Alliance from whom they have been awarded an accreditation and are currently lead practitioners within their local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Effective procedures are followed by staff to protect children from illness and infection. Children learn the importance of personal hygiene as they are encouraged to wash their hands at appropriate times of the day such as before eating and after toileting. An effective sick child policy is in place, which excludes children who are ill from the nursery. If a child becomes unwell whilst at the setting parents are contacted straight away. Minor injuries are dealt with appropriately as staff are suitably qualified in first aid and a well stocked first aid box is within reach. Staff pay particular attention to cleanliness. For example, floors are mopped and surfaces wiped down at appropriate times of the day. All documentation relating to accidents and medication are generally well maintained, however, parents do not sign medication records to acknowledge medication has been administered.

Children benefit from healthy nutritious snacks such as fruit, crackers and toast which help promote their growth and development. Children's self-care skills are promoted as they help to prepare the snacks under the supervision of staff. They carefully chop the banana with the safety knife and enthusiastically volunteer to peel the oranges. Water is available throughout the day to help children to keep themselves hydrated and refreshed. Children are encouraged to pour their own drinks which promotes their independence. Meal times are relaxed, social occasions where children sit together with staff and peers and chat.

Children's physical development is very well promoted at the setting. An enclosed, secure outdoor area is available for the children which includes a recently purpose built track for children to play on with wheeled toys. Children happily put on their wellingtons and access the outdoor area. They develop coordination and spatial awareness as they enthusiastically peddle around the track on their bikes and frequently stop to 'fill up' at the play petrol pump. Children particularly enjoy exploring the mud patch. They use large equipment such as diggers and tools such as spades to dig up the mud. When questioned, a child announces they are 'making food for King Kong'. Balancing and climbing skills are also promoted within the outdoor area through a range of good quality equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a bright and stimulating environment. Vibrant displays of children's artwork create a purposeful learning environment and give children a sense of belonging within the setting. The premises benefit from plenty of natural light and are maintained at an adequate temperature to ensure children's comfort whilst they play. Children move around their immediate surroundings with ease and confidence. The nursery is very well equipped to promote all areas of development. Children access a very good supply of toys and materials, which are safe and in good condition.

Close attention is paid to safety within the setting. Children are well supervised at all times which helps them feel safe and assured. Risk assessments are in place covering all areas of the nursery. Entrances and exits are secure and closely monitored by staff to prevent anyone gaining unsupervised access to the building. Fire evacuation procedures are in place and fire drills are practised on a regular basis. This allows children to become familiar with the systems to follow in the event of a fire or emergency evacuation. Children are learning to keep themselves safe as staff gently remind them to sit properly on their seats incase they fall and hurt themselves.

Children's welfare is fully safeguarded as staff have a good awareness of the signs and symptoms of abuse and the procedure to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are warmly welcomed into the nursery at the beginning and end of each day. Staff take time to greet and speak to all parents and children as they arrive. Children quickly become engrossed in the good range of exciting activities on offer. For example, children play with their friends in the sand. They lead the inspector to the sand to join the play and explain they are making 'cake and ice cream'. Children are encouraged to say goodbye to their parents, which helps to develop trusting, three-way relationships. There is an effective settling in procedure. Parents are invited to stay with their children as long as they like, which helps children to feel secure within the nursery environment. Children are very happy in the care of the enthusiastic staff team. A relaxed atmosphere and the staff's cheerful manner encourage children to be self-assured and good humoured.

Children thrive on the routines which operate within the nursery, as they confidently hang up their coats in the morning without prompting and collect their name tags to self register. Children are clearly secure in their environment and happily talk to visitors. All are purposefully engaged in a range of exciting play opportunities which they clearly enjoy. Staff demonstrate a good understanding of the 'Birth to three matters' framework which they use to adapt activities for children under three. Observations and assessments are linked to the framework which ensures children make good progress in their learning.

Nursery education

The quality of teaching and learning is good. Staff demonstrate a good knowledge and understanding of the Foundation Stage and how children learn. This is reflected in the varied range of play opportunities planned and provided for the children. Thorough long term, medium term and short term plans are used and cover all six areas of learning. However, short term plans do not identify clear learning intentions or identify how activities should be adapted to meet the needs of the more or less able children. Staff meet every week to discuss observations and children's progress, which are then used to inform future plans. This ensures children make good progress in their learning. Good links are made with the local schools to help ensure a smooth transition for the pre school children. Teachers are invited to come and meet the children and a transitional record, which is linked to the stepping stones and Early Learning Goals is provided.

Children have a good understanding that print carries meaning as items around the room are labelled and they recognise their name as they self register on arrival. Opportunities are also provided here for children to write their name on the whiteboard and staff offer lots of encouragement and praise children's efforts. As a result many children are able to write their

names and form recognisable letters independently. Children learn about linking sounds to letters through phonic based focused activities and have many opportunities for writing for a purpose. For example, children write letters which they then take to the post office and post to themselves.

Children's mathematical development is promoted well within the nursery. Number is incorporated into everyday routines such as counting the pieces of fruit at snack time. Children develop an awareness of measure as they fill and pour different sized containers and take part in activities such as baking biscuits. Limited opportunities are provided for children to develop their calculating skills.

Children are developing good IT skills as they confidently access the computer and select the games they would like to play. They competently navigate the screen using the mouse and select the correct shapes to fit the picture. Children have good opportunities to develop their designing and making skills. They have fun as they make different forms of transport to go on holiday and design and test paper aeroplanes. Children observe change as they learn about the life cycle of a frog.

Children access a good range of resources which allow them to express themselves creatively. They enjoy cutting and sticking and using the wide range of items to create a collage. Children take an active part in display work. For example, they create a wall display based on their recent trip to Blackpool zoo. They use a variety of different materials to create a vibrant display of the animals that they saw whilst on their trip. Children enjoy using their imagination as they engage in role play. For example, children dress up as princesses and admire themselves in the full length mirror.

Helping children make a positive contribution

The provision is good.

Children enjoy each other's company and play harmoniously in the friendly and happy atmosphere of the nursery. They encourage and support each other, for example, children help to support their friends as they practice their balancing skills outside. They also encourage turn taking as they announce during snack time 'we have to share in nursery'. Children are clearly very happy and confident within their surroundings as they allow visitors in the room to join in with their play. Children learn about the wider world and cultural diversity as they celebrate different religious festivals and have access to a range of resources which promote positive images of race, gender, culture and disability. Staff respect the uniqueness of each child and their individual needs. Children with learning difficulties and disabilities are well supported as staff work closely with parents and outside agencies to ensure children's needs are met. Activities are adapted and appropriate teaching strategies are used to promote inclusion for all children. Overall, children's spiritual, moral, social and cultural development is fostered.

The children within the nursery are delightful and very well behaved. There is strong ethos of mutual respect between staff and children. Staff talk to the children in a calm manner and come down to their level. Minor disagreements are dealt with in a manner that is appropriate to the age and development of the child which helps children understand rules and boundaries. Frequent praise and encouragement helps children feel good about themselves and develops their self-confidence.

The partnership with parents and carers is good. The setting adopts an 'open door' policy which contributes towards establishing trusting relationships. Parents receive a comprehensive booklet,

containing detailed information about the setting including policies and procedures and information on the Foundation Stage curriculum and the six areas of learning. This provides parents with an insight to the curriculum being delivered to their children. 'All about me' booklets are completed when children first start at the nursery which provides staff with information about the children and establishes the starting points in their learning. A notice board, regular newsletters and meetings throughout the year help to keep parents fully informed on their children's care and education. Progress reports and records of achievement are made available to parents and information is provided on how parents can help their child at home. This allows them to take an active part in their children's learning. Discussions with parents show they are delighted with the high level of care and education provided for their children. They appreciate the friendly and approachable staff team and the homely environment which is provided for their children.

Organisation

The organisation is satisfactory.

Children express themselves freely in the well organised environment. Space is maximised to its full potential to provide children with a range of exciting and worthwhile experiences which encompass all area of their learning.

Sound procedures are in place for the recruitment and induction of staff. All staff have been suitably vetted, however, there is currently no formal system in place for monitoring staff's ongoing suitability to work with children. Staff are qualified, consistent and work extremely well as a team. High staffing levels result in children receiving good levels of attention, support and encouragement. A key worker system is in place which provides parents with a point of contact to ensure the needs of the children are met. Most documentation is well maintained and up to date, however an omission was identified during inspection; the behaviour management policy does not include reference to bullying.

The leadership and management of the setting is good. The management have developed a very committed staff team who are highly motivated and clearly enjoy what they do. There is a clear vision for the nursery and the management are able to identify their strengths and areas for improvement. The manager is actively involved in all aspects of the nursery and effectively leads and supports the staff team during each nursery session. Staff are successfully deployed to ensure children make good progress in all areas. Discussions at the beginning and end of each session and weekly meetings ensure staff are fully informed of any issues. The management continuously monitor and evaluate the quality of the nursery education and care and have a high commitment to improvement for all children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

During the last inspection the provider agreed to improve the documentation relating to the complaints procedure. A detailed complaints procedure is now available and a complaints log is available to parents.

Nursery education

At the last inspection the provider was asked to improve the opportunities for children to come together in small groups to discuss events past and present. This recommendation has been met as children have opportunities to discuss events during circle time and snack time.

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):

- ensure the behaviour management policy includes bullying and ensure medication records are signed by parents to acknowledge the administration of medication
- devise a formal system for monitoring staff's ongoing suitability to work with children

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 planning to include clear learning intentions and ensure plans are differentiated to meet the needs of the more or less able children
- provide more opportunities for children to develop their calculating skills.

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