



## St Bedes School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY340176
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<b>Inspector</b>	Alison Weaver
<b>Setting Address</b>	St. Bedes School, Dukes Drive, EASTBOURNE, East Sussex, BN20 7XL
<b>Telephone number</b>	01323 734222
<b>E-mail</b>	valerie.hyland@stbedesschool.org
<b>Registered person</b>	St Bedes School Trust
<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 Bede's School nursery has been operating for about forty years. It operates from four rooms in a self contained part of the school. The school is situated on the seafront in Eastbourne. A maximum of 44 children may attend at any one time. The group opens five days a week during school term times only. Sessions are from 08.30 until 17.30. All children share access to a secure enclosed outdoor play area.

There are currently 34 children from two to under five years on roll. Of these 16 children receive funding for nursery education. Children come from a wide catchment area. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs six staff. Of these, five of the staff hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through the effective reinforcement of everyday routines, including hand washing before eating and after using the toilet. Staff interact well at these times, chatting with the children about how to wash hands. They remind children to make lots of bubbles to get their hands clean. They point to the pictures on the wall that show children what to do. The hygiene procedures carried out consistently by staff ensure high levels of cleanliness and help prevent the spread of infection amongst the children. This includes good procedures for nappy changing such as wearing disposable gloves and aprons.

All staff have completed a basic course in first aid and there is always a trained Matron on the school site. This helps to ensure that a child receives appropriate care in the event of an accident. The school obtains detailed information about children's individual health concerns to enable staff to meet their needs. The children often discuss with staff about how to stay healthy. They talk about the need to brush their teeth and to go to a doctor if they are unwell. They have visits from a nurse and a doctor to help them develop their understanding of looking after their bodies.

Children learn about the importance of healthy eating through planned topics and meal times. Children enjoy a variety of healthy snacks including carrot, cucumber, bread sticks and fruit. The catering manager provides a balanced and nutritional diet for the children. Any specific dietary needs for individual children are catered for. The meals are freshly prepared and include fresh fruit and vegetables. Staff promote good food hygiene by ensuring they wear disposable gloves when handling any food. Drinks are provided for the children to prevent them becoming dehydrated.

Staff provide a broad range of activities, which effectively promote children's health, both emotionally and physically. Staff interact well with the younger children and encourage them to express their feelings. Younger children receive good support from staff as they learn to control their bodies and develop their physical skills. They enjoy jumping on the trampette and playing with balls.

The funded children enjoy plenty of opportunities where they gain and develop physical skills such as climbing, jumping and balancing. They enthusiastically join in with the planned activities in the sports hall, using a good range of equipment. The children show good co-ordination, moving confidently and safely. They explore different ways of moving using their bodies such as crawling through tunnels and jumping in and out of hoops. Their fine motor skills develop well as they use a wide variety of tools and equipment.

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

The provision is satisfactory.

Children benefit from playing in a secure indoor environment, which is warm and well maintained. Staff make the area colourful and welcoming, with a variety of posters and pictures on the walls. The children's work is displayed attractively which shows staff value their contributions. Children enjoy playing with a wide range of good quality equipment that is appropriate to their age and stage of development. The equipment is in good condition and attractive to children. Some of the storage used allows children to safely make their own choice of toys and equipment without adult help.

There is a comprehensive procedure in place for ensuring the safety of children on outings away from the school site. Regular risk assessments are carried out by staff to minimise hazards both indoors and on outings. In general, staff have a good awareness of how to keep children safe on the site. They show children by example how to stay safe. This is seen when they go down steep steps as staff say to children 'hold onto the rail, I'm going to hold on too'. The children regularly move around the school site and, at times, the procedures for escorting the children are not fully effective at ensuring their safety. Younger children, in particular, tend to wander and lag behind the group. There are not always sufficient adults with the children and this makes it difficult for staff to supervise them appropriately. There are also short periods of time when there are too many children playing in one room in the nursery. This is a safety concern, particularly with the mix of activities crowded into this one area.

The provision has the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff know how to act in an emergency to protect children in the event of a fire. All staff are knowledgeable about child protection and are aware of what to do if they have a concern about a child. This knowledge is regularly updated by further training to ensure that all staff can identify signs and symptoms of child abuse.

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

The provision is good.

Children arrive happily and settle well into the nursery. Their sense of belonging is promoted with the use of photographs and names on their coat pegs. The children are confident and soon develop their independence. They enjoy their time in the setting and are interested in the activities that are available. Young children enjoy the music activity, joining in with the action songs and enthusiastically playing with the instruments. They explore the sand in the trays using a variety of tools. They have fun playing with the train set and making collage 'mice'. They sit engrossed listening to stories, enjoying cuddles with the staff.

Staff have started to use the 'Birth to three matters' framework to plan meaningful activities for children under three. They keep records of younger children's achievements to help ensure that they are making progress. The children achieve well because staff are very caring and supportive. Adults spend time playing and talking with children, helping them learn and develop. All children enjoy plenty of opportunities to develop their social skills.

## **Nursery Education**

The quality of teaching and learning is good. A well-balanced curriculum ensures children have a wide range of experiences that support their learning in all areas. The plans are detailed and have clear links to the stepping stones. Staff are very skilled at taking children's interests and any events that occur to adapt the plans. This ensures children are motivated and learning is enjoyable. For example, on snowy days children get excited so staff take them out to play in the snow. They use the opportunity to talk to the children and show them snowflakes. They build snowmen and talk about sizes. A lot of incidental learning is introduced through these spontaneous activities. The staff develop the activity when they go indoors by looking at books together. They talk about gritting lorries and observe snow as it melts indoors. Staff use the discussion times very effectively to build on what children know.

Staff adapt and extend activities to take into account individual children's abilities. Their interaction with the children is excellent. They use very good open-ended questions such as 'what has happened?' This encourages children to think and extend their learning. The staff use the resources exceptionally well to support children's learning. Staff regularly observe children as they play in the setting. These observations are used to complete the records of children's individual progress. Staff know the children well and use the records to informally discuss the next steps for each child to ensure they are all challenged and extended. The staff do not currently indicate the next steps for individual children on their documentation.

Children's independence develops well as they see to their own needs such as putting on their shoes and coats. They serve their own drinks at snack times. Children develop good relationships with peers and adults. They learn to share and take turns when playing together. They have opportunities to be involved in the decision making in the nursery, for example, in preparing the role-play area.

Children communicate very effectively, showing a very good use of vocabulary. They talk openly and confidently about their families and their experiences. They enjoy looking at books and listening to stories. Children have access to a fun and interesting mark making area where they develop their writing skills. They also explore different forms of writing in the role-play areas. They learn to recognise letters using the 'Jolly Phonics' scheme. The staff make good use of the environment to display labels and words for children to develop word recognition.

There are many opportunities throughout the day for children to develop their understanding of number, calculation and shape. Alongside the specific planned activities, the children enjoy numerous number activities during the free play sessions. They confidently count cups and pieces of fruit at snack time. As they play, they use mathematical language. For example, as they play with the sand they talk about which pot has more and which has less sand in. There is a variety of visual displays for children to learn to recognise number symbols. Children regularly enjoy the number games on the computer.

Children experience a wide variety of activities where they investigate using their senses. They explore the properties of sand and talk about the sounds they make. Children learn about the wider world through visits from a doctor, a nurse and the police. They enjoy trips to the beach, a farm and the library. They celebrate different festivals and learn about how other people live. They confidently use the computer and develop good mouse control. Children observe mini-beasts and visit the school science laboratory to see guinea fowl hatching.

Children express themselves creatively through a range of mediums. They paint, draw and make collages. They enjoy music and join in enthusiastically when playing a variety of instruments. They explore different sounds and develop a good sense of rhythm. They successfully copy the beats the adult makes on her instrument. They create props and act out stories such as 'Whatever Next'.

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

The provision is good.

Staff value children as individuals and ensure that they have good information about each child's interests, abilities and backgrounds. This helps staff settle the children into the nursery and meet their needs. Children from a variety of backgrounds are welcome in the setting and staff acknowledge and respect differences. Children have access to a variety of resources that represent the wider community. These resources and the planned topics help children develop a positive attitude to others and learn about the world around them.

The setting has good procedures in place for identifying any children with learning difficulties or disabilities. The nursery access advice and support from the school staff. They work closely with parents to create a care plan to help the child develop and make progress.

Children behave well and respond positively to staff. They learn acceptable behaviour through good staff interaction. The staff are good role models and show children how to share and take turns. The continual praise and meaningful encouragement promotes children's self-esteem. Staff use rewards and 'achievement sheets' to celebrate children's success. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. The use of notice boards in the nursery keep parents informed about general childcare issues and curriculum activities. They receive helpful written information about the Foundation Stage, which gives them a good overall picture of what children are learning. The nursery gives parents a very good sheet about activities that they can do at home to continue children's learning.

Parents and staff work together as they share information about children's individual progress and development, particularly at the regular consultations where they discuss the profiles. Staff produce regular written reports so that parents know how well their child is progressing towards the early learning goals. Parents have some opportunities to formally contribute to children's ongoing assessments.

### **Organisation**

The organisation is satisfactory.

Children benefit from being cared for by a very high level of qualified staff. They work closely with school staff to provide consistent care and practices on the transfer of the children to the reception class. The setting meets the needs of the range of children for whom it provides.

In general, the setting is satisfactorily organised with daily routines and timetables to aid staff in their role. The play provision plans also aid the staff in the organisation of the day to ensure

children enjoy a variety of experiences. Overall, the use of the rooms is effective with a number of different play areas for the children. The children are usually grouped effectively and supervised appropriately to meet their differing needs. However, for a short time in the day the children are all brought together in a small playroom. When this occurs, the space ratios are not met and there are insufficient staff directly working with the children. The setting has not made sufficient sinks available for the children to use.

The recent lowering of the age of children entering the nursery has resulted in staff reviewing their practices and procedures. There are times when the organisation of the sessions for these younger children is less effective. A lot of time is spent on taking shoes and coats on and off children so that they can go to different areas and activities in the school. This results in children often becoming restless as they wait for their friends and less time available for free play.

All the required documentation, which contributes to children's health, safety and well-being, is in place. The record of attendance lacks some necessary detail. A satisfactory recruitment procedure is in place to help ensure that staff are suitable to work with children. However, the health check lacks thoroughness.

The ongoing development of staff is promoted through effective induction and appraisal systems. These ensure that staff understand their role and know how to support children in their play and learning. The staff stay well informed about current childcare practices through ongoing training and good management support. The staff are keen and enthusiastic, working closely together as a team. However, with the Head of Pre-Prep as the person with overall responsibility of the nursery having other duties within the school, there is currently no one member of staff in the nursery itself who acts in a supervisory role.

Leadership and management are good. The staff are committed to continuous improvement and development of the nursery education provision. Evaluation of activities is carried out to identify areas of improvement. Staff monitor and evaluate the overall provision for education to ensure that children benefit from attending the setting. The action plans are used well to develop and improve the setting.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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):

- ensure there is a suitably qualified member of staff working in the nursery as the Person in Charge on a day to day basis
- review and improve the procedures for escorting children safely around the school site
- improve the overall organisation of the sessions for the younger children to ensure their needs are met
- ensure that space is used effectively with all children to meet the required space ratios and provide sufficient hand washing facilities.

#### 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 the use of the observations and plans to clearly identify the next steps for learning for individual children to ensure they are challenged and extended in their learning.

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