



St Andrews School

Inspection report for early years provision

Unique Reference Number	EY333852
Inspection date	07 February 2007
Inspector	Alison Weaver
 Setting Address	 St. Andrews School, Meads Street, EASTBOURNE, East Sussex, BN20 7RP
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Registered person	St Andrews School
Type of inspection	Integrated
Type of care	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.

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 Andrews School Nursery opened in 1977. It operates from a converted house in the grounds of the main school situated near to the seafront in Eastbourne. There are a number of classrooms, cloakroom areas, toilets and a rest room available for the children. A maximum of 58 children may attend at any one time. The group opens five days a week for 50 weeks a year. Opening hours are from 08.00 until 18.00. All children share access to outdoor play areas.

There are currently 40 children from two to under five years on roll. Of these 28 children receive funding for nursery education. Children come from a wide catchment area. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs eight staff. Of these, six of the staff, including the manager, hold appropriate qualifications. One member of staff is working towards a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through everyday routines, including hand washing after using the toilet and before eating. The staff display photos showing the correct hand washing routine in the toilet area to help encourage children to wash their hands properly. Staff are very aware of the importance of preventing the spread of infection amongst children and take necessary precautions. These include cleaning the tables before meals and using disposable gloves when dealing with any bodily fluids. Staff implement thorough hygiene practices for the changing of nappies.

The school Matron obtains very full and detailed information about each nursery child so that the necessary care can be given to them. Parents are regularly asked to redo the medical form to ensure that all the information is up to date. All relevant information is shared with the nursery staff and, where applicable, with the canteen staff. This very effectively helps promote children's health.

The school gives high priority to ensuring sick and injured children are well cared for. There is a high level of first aid trained staff, including the Matron, which ensures that children receive appropriate care in the event of an accident. Parents are kept well informed about any health concerns about a child. The use of the card for head injuries is good as it ensures that parents are made fully aware of any incidents. They are given a helpful outline of signs and symptoms to watch out for in case the child has suffered an injury that is more serious than first thought.

Children learn about the importance of healthy eating through activities on what is good to eat. The children have healthy snacks such as fruit and bread sticks. The meals provided by the school are freshly made and nutritious. These include daily portions of fresh fruit and vegetables. Children have access to their own water bottles so that they can help themselves to a drink when they are thirsty. This helps ensure that they do not become dehydrated.

Staff provide a broad range of activities, which effectively promote children's health, both emotionally and physically. Staff interact really well with the younger children and give them plenty of care and attention. Their physical needs are met as they have opportunities to rest and sleep as needed. All the children receive good support from staff as they learn to control their bodies and develop their physical skills, in both planned activities and free play outside.

Children enjoy plenty of opportunities where they gain and develop gross motor skills such as climbing and balancing. They confidently jump from heights and step across the wooden bridge. They show good co-ordination, moving confidently and safely. They have regular opportunities to explore different ways of moving their bodies. These include specialist activities such as swimming, ballet and physical education. Their fine motor skills develop well as they use a varied range of tools and smaller equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children develop an awareness of how to keep themselves safe by effective interaction from the staff. This includes talking to the children about the safety rules for using the stairs and the need to hold a rail when using the steps round the school site. Fire drills are held regularly so that both staff and children learn what to do in a fire.

Overall, children benefit from playing in a secure and safe environment. There is an effective security system in place to prevent unauthorised access to the children. Children sleep safely in a suitable area and are regularly checked by staff. The majority of the necessary safety precautions are in place in the nursery including finger guards on the doors and gates on the stairs. However, certain hazards have not been minimised effectively to prevent children from coming to harm. These include a trailing wire in one of the rooms, missing socket covers and exposed hot pipes. The unlocked shed in the outdoor play area is also a potential hazard as it contains materials used for maintenance of the buildings.

Staff are deployed appropriately so that children are well supervised at all times. Staff have appropriate procedures for escorting the children safely round the school. They are very vigilant when children use the school play area. When the school children use the play area at the same time as the nursery it makes it difficult for staff to monitor the children and ensure their safety.

Children enjoy playing with an excellent range of toys and equipment that are appropriate to their age and stage of development. The equipment is safe and in very good condition. The storage is child friendly so that children can safely and easily self select without adult help.

The provision has all the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff have a good awareness of signs and symptoms of child abuse and are aware of what to do if they have a concern about a child. The staff update their knowledge of child protection through regular training.

Helping children achieve well and enjoy what they do

The provision is good.

The staff create a colourful and welcoming environment for the children. The children's work is beautifully displayed showing their contributions are valued. Named coat pegs and work trays promote children's sense of belonging. Children arrive happily and quickly settle into the nursery. They make their own choice from a wide variety of interesting and stimulating activities. They have fun as they play and explore. They soon develop their confidence and independence. They enjoy their time in the setting and make very good progress. Children enjoy playing outside but the nursery outdoor area lacks interest and they find it difficult to manoeuvre toys on the muddy surface.

Useful initial assessments made by the staff help identify where children are in their development when they start in the nursery. This information is then built on with the planning and ongoing observations of the children in all age groups. Good use is made of the Birth to three matters framework to plan and provide suitable activities for the younger children. Young children

enjoy manipulating the sand in the tray and making marks on the paper using large body movements. They make shakers and play instruments. They enjoy cuddling up to staff to look at books together.

Staff are very caring and supportive, which encourages children to develop their skills. Adults spend time playing and talking with children, encouraging them to play together and share. All children enjoy plenty of opportunities to develop their social skills. They relate well to each other and begin to form friendships.

Nursery Education

The quality of teaching and learning is very good. The small groups of children make it easy for staff to get to know the children well. Staff interact very effectively with the children, both at circle times and in free play. They use good open-ended questions to encourage children to think and express themselves. Staff use resources and materials well to support children's play and help them make progress towards the early learning goals. Staff observe children as they play and take part in activities. Staff make good use of the profiles to record children's achievements and monitor their progress. They include samples of children's work to assist in the assessment process.

The written plans are good and staff ensure they provide a balanced curriculum that covers all areas of learning. The children have a wide range of experiences that supports their learning in all areas. The newest plans lack some detail to show how children working at different rates and with differing abilities will be challenged and extended at activities. The children benefit from the extra specialist activities that are provided by teachers in the main school.

Children's independence develops well as they see to their own needs such as visiting the toilet. However, they are not always encouraged to develop their independence at snack times, for example, pouring their own drinks. They have many opportunities to make their own choices of toys and resources. They develop good relationships with peers and adults. They learn to share and take turns when playing together. One child playing on the computer turns the sand timer over and lets his friend take her turn. Children show care for others, for example, when doing a sticking activity a child asks for some glue for his friend to use.

Children communicate very effectively, learning many new words as they chat with staff during the discussion times. They show a good use of vocabulary as they talk confidently about themselves and their families. Children develop an awareness of the link between sounds and letters through Jolly Phonics activities and good adult interaction. They enjoy looking at books and make good use of the library. Staff create many interesting and varied mark making activities for the children which they enjoy using. Many children form letters successfully and easily write their own names on their work. They learn to recognise simple words, which are displayed around the nursery. Staff often get children to verbally express what their pictures represent and then write out the words for them.

The children enjoy the opportunities to develop their understanding of number in the wide range of planned and free activities available. Children count confidently when playing. They learn about simple calculation as they talk about more and less. They sort objects into groups

and then add them together. They explore measuring as they talk about their heights and do cooking activities. They learn about shapes and talk about patterns as they look at their clothes and discuss wild animals. They explore symmetry and make patterns in their art activities.

Children have many opportunities to explore using their senses. They have regular access to sand, water and play dough. They explore objects and talk about what they feel like. They discuss changes as they mix water and flour together. They learn about magnetism as they explore the classroom using magnets. They enjoy celebrating different festivals and learn about how others live. They thoroughly enjoy the sessions with the specialist computer teacher. The children demonstrate very good mouse control as they click and drag pictures and shapes on the computer. They learn to use other forms of technology such as the interactive whiteboard.

Children express themselves creatively through a wide range of media. They paint, draw and make collages that represent their experiences. They enthusiastically join in the music sessions with the music teacher. They learn to use their voices in different ways and explore sounds. They join in with all the actions such as pretending to be 'Jack-in-a-boxes' and have fun using the instruments.

Helping children make a positive contribution

The provision is satisfactory.

Children from a variety of backgrounds are welcome in the setting and the wishes of parents are respected. Staff obtain information from parents about their child so they can respect their wishes and meet children's needs. Staff help children to acknowledge their backgrounds by encouraging parents to share their traditions and celebrations with the nursery.

Staff ensure that children have access to a satisfactory range of resources that represent the wider community. There are some resources showing positive images of disability. These resources and the planned topics help children develop a positive attitude to others and learn about the world around them.

The setting has appropriate arrangements in place to care for children with special educational needs. Staff support these children and give them the necessary care. They work closely with parents and other professionals to help these children achieve and make progress. Nursery staff are able to access advice from the school special needs specialist.

Children behave well and respond positively to staff. They learn to play well together and to share toys. The staff are good role models, showing care and concern for the children. Children's self-esteem develops as they are praised and encouraged by staff. The use of the sun chart is less effective as it does not celebrate and reinforce positive behaviour. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. The parents of funded children receive some helpful written information about the Foundation Stage and the use of Jolly Phonics. They also receive copies of the curriculum plans so they have a good overall picture of what children are learning. On these plans, the staff provide parents with suggested activities that they can do at home with their child to continue the learning process. This helps to promote an effective partnership

with parents. Staff produce regular written reports on each child so that parents know how well their child is progressing but these do not always show clear links to the six areas of learning.

The staff build good relationships with the parents. The use of the 'Starting Nursery Questionnaire' gives parents the opportunity to share information about their child and what they can do, which helps staff to settle the child in. The home-school link books are used well to maintain good two-way communication with parents. The displays and notice boards in the hall keep parents informed about general issues in the nursery. Policies are made available to parents. The school website and regular newsletters are also useful means of communication.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The setting is well organised and space is used very effectively for the children. The availability of so many rooms enables staff to divide the children appropriately and work with small groups. This results in the children getting a lot of individual attention. Children benefit from being cared for by a very high level of qualified and experienced staff. There is a good balance of nursery trained and teacher trained staff. Although the staff team is relatively new, they work extremely well together to support the children and provide a friendly and caring atmosphere.

The necessary documentation, which contributes to children's health, safety and well-being, is in place. Overall, the recruitment and induction procedures are thorough and help ensure that staff are suitable to work with children. The ongoing development of staff is promoted through appraisal systems and ongoing training. There is a range of policies and procedures to help support staff in their role.

Leadership and management are good. The recent appointment of a qualified teacher to work in the nursery shows a commitment to continually seek ways to improve and develop the nursery education provision. Staff are finding her advice and guidance helpful. The staff understand their role and know how to support children in their play and learning. They are keen and enthusiastic, presenting the activities in a fun way to the children. 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.

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):

- improve safety with regard to the shed, exposed electrical sockets, trailing wire and the sharing of the school outdoor area
- improve and develop the nursery outdoor area as a learning environment for the children (also applies to nursery education)
- review the use of the sun chart as a method of behaviour management.

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 current planning to show how individual children working at different rates and with differing abilities will be extended and challenged at activities.

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