



St. Edmunds Nursery School And Children's Centre

Inspection report for early years provision

Unique Reference Number	EY336626
Inspection date	08 February 2007
Inspector	Ingrid Szczerban
Setting Address	Washington Street, Girdlington, Bradford, West Yorkshire, BD8 9QW
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Registered person	St. Edmund's Nursery School And Children's Centre
Type of inspection	Childcare
Type of care	Full day care, Sessional 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

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.

WHAT SORT OF SETTING IS IT?

St. Edmunds Nursery School and Children's Centre was registered in 2006, it is located in the Gillington area of Bradford, and is managed by a governing body. The setting provides both maintained nursery education and full day care. There are two nursery classrooms, a room for the two to three year olds and a baby room for children under two. A sensory room is also available. In addition, a crèche is located within the building to cater for families attending training courses, it is currently run independently. All children have access to secure outside play areas. A maximum of 122 children may attend the centre at any one time, there are currently 185 on roll. Opening times are Monday to Friday from 07.30 to 18.00 for 48 weeks of the year. The centre supports children with learning difficulties and those who speak English as an additional language. The setting receives support from the local authority. There are 27 staff employed, the majority have childcare qualifications. The team is led by a senior practitioner and is supported by a qualified teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is kept meticulously clean and tidy, and children receive excellent support to develop good personal hygiene routines. The health and hygiene policy is effectively implemented by staff who know and understand how to protect children from the spread of infection. Children wash their hands after using the toilet, and before and after eating. Babies dummies are washed when they are dropped on the floor and runny noses are wiped frequently. A clear sickness policy is rigorously followed to prevent the spread of any infections to children. Records of medication and accidents are kept and all necessary parental permissions are sought. However, the accident records do not consistently state the specific part of the body affected, nor the treatment that was given, which compromises children's welfare. Designated staff hold current first aid certificates in order to give children appropriate care in case of an emergency. Children rest and sleep according to their individual needs, and the home routines of babies are followed, so they remain healthy.

A healthy balanced diet is promoted to foster children's health and development. Currently, lunches are provided by an outside caterer and the nursery supplies breakfast, snacks and drinks regularly throughout the day. Weekly menus are displayed and include a range of foods from around the world to widen children's experience and tastes. Individual dietary needs are fully considered to promote children's well-being. Food intake is monitored and nappy changes are recorded and shared with parents to ensure that children remain healthy.

Children enjoy an extensive range of robust play which contribute to their good health. They have free access to physical activities both inside and outdoors, such as building with large construction toys, crates and wooden planks and climbing frames. Thus they learn to climb, run, jump and balance. Babies are encouraged to develop their large physical skills. With enthusiastic support from staff, they are helped to learn how to roll over, crawl, sit, stand and walk.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's choice and decision making is given utmost priority. Their confidence and well-being is significantly enhanced by the exceptional organisation of space. Children are animated and enthusiastic as they make choices about their activities; their faces alight with interest as they eagerly rush outdoors to play in the snow. The doors to the outside play area are left open and children choose whether they wish to be inside or outdoors. Covered play areas are provided and children access outdoor play in all weathers. Ample space is available for children to move around freely and in safety. Children use a superb range of toys and equipment which are frequently checked for safety, developmentally challenging and of excellent quality. Mirror boxes are explored by babies with great interest. They closely watch their reflections thus gaining a sense of self, whilst pulling themselves up using the boxes they develop increased physical strength. Toys and resources are all stored at child height thereby promoting safe access and independence.

Children gain an excellent understanding of how to keep themselves and others safe. For example, they hold onto the sides of the 'boat' to prevent them from falling over when being pulled along on the snow. Children learn how to draw on past experiences to reinforce the 'staying safe' message. They recall a recent mishap to a child, caused by him rocking on a chair. Access to the provision is monitored meticulously to keep children safe. An intercom system is used as well as a visual check by the reception staff to ensure that no unauthorised adults may enter. In addition, the corridor leading to the playrooms is secured by a locked door. Staff fully comply with health and safety requirements to keep children safe on the premises and on outings. Regular fire drills are undertaken so that children know what to do in case of an emergency.

Staff have an excellent understanding of child protection issues. Designated staff are fully conversant with the appropriate procedure to follow should the need arise, thereby prioritising children's welfare. There is a comprehensive child protection policy. The duty to report child protection concerns is shared with parents at home visits before admission. The procedure is also displayed for parents within the setting and all the staff have attended relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

The interaction between staff and children is excellent, ensuring that warm trusting relationships are developed and that children are happy and settled. Staff spend most of their time playing with the children, giving lots of cuddles, and encouraging them to explore their environment. Babies delight in playful interactions and giggle infectiously as they have their tummies tickled. They are applauded with enthusiasm as they develop physical skills, such as standing and walking.

Staff provide a very good range of activities and play opportunities to foster all areas of children's development. The 'Birth to three matters' framework is used effectively to improve children's achievements in the under three's playrooms. Planning and children's assessments are used effectively to extend learning. Children enthusiastically explore a very good range of sensory and creative experiences, such as treasure baskets, heuristic play, painting, singing, collage work, water, sand and malleable materials. Children respond well to mealtime routines and sit at the table to eat and converse. Staff sit with the children but do not eat with them, nor are table cloths used. Therefore, children have no role model to follow in order to develop their understanding of table etiquette, and there is no distinction between tables being used for play rather than for mealtimes. Children initiate their own play and explore their environment with excitement and sustained interest. They rush outside to play as it snows and relish the experience. They gather snow to make snowballs and laugh with delight as snowflakes land softly upon their upturned faces.

Children develop good confidence and language skills as they enjoy planned and impromptu stories and singing. They use language fluently and communicate well. They recall past events and talk about what they are doing as they play. Staff challenge children effectively by using good questioning to encourage the children to think and respond in their own words. Babies communicate their needs effectively using gestures, sounds and simple words which staff respond to positively, thus encouraging further development.

Helping children make a positive contribution

The provision is good.

A range of resources positively represent diversity in society and children celebrate a variety of festivals from around the world. This enables them to develop a positive attitude towards others and enables them to make connections between different parts of their lives. Children with specific needs are well supported.

The staff have an excellent awareness of positive behaviour management techniques to enhance children's self-esteem. They are consistent in their positive approach and high expectations of children's behaviour. Lots of praise and encouragement is given to children; boosting their confidence and self-esteem. Children learn to take responsibility. They help to tidy away, and take off their own boots, hats and coats. Children are learning to share and are very well-behaved. The fact that children have free access to outdoor play contributes to their good behaviour and well-being.

Children benefit from the very good partnerships developed between staff and parents. They are cared for according to parents' wishes which promotes continuity of care. Home visits are made prior to admission. The staff who are nominated as the key person for the child make these visits, thereby fostering familiarisation and continuity. There are effective systems in place to ensure that information is shared on a regular basis about the child's progress and daily activities, through daily chats, activity plans and development files. Parents are actively encouraged to extend learning at home; thus promoting and enriching their children's development. The prospectus gives clear information to parents about the care and education offered at the setting, including policies and procedures.

Organisation

The organisation is good.

Space, resources and deployment of staff are used effectively to meet the needs of the children and enhance their well-being. There are sufficiently rigorous procedures in place to vet new staff ensuring that they are suitable to care for children. Adult child ratios are consistently maintained and staff are suitably experienced and qualified. There are good contingency arrangements in place to cover for staff sickness and absence. Staff are supported well through good leadership from the management, an appraisal system is used and ongoing training is encouraged. The staff work very well as a team and have a good awareness of their roles and responsibilities.

The good range of policies and procedures effectively underpin the setting. Documentation is well ordered and readily available for inspection and personal information provided by parents is kept confidential. Meticulous attention is given to ensuring that registers are always accurate and up to date. Overall the provision meets the needs of the range of the children for whom it provides.

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

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.

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):

- provide consistency in the recording of accidents to include the specific part of the body affected and the treatment given
- develop the mealtime routines so that the staff eat with the children and table cloths are used.

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