

# All Saints Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	109547
<b>Inspection date</b>	10 May 2007
<b>Inspector</b>	Maria Lumley
<b>Setting Address</b>	Church Hall, Western Road, Branksome Park, Poole, Dorset, BH13 7BP
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<b>Registered person</b>	All Saints Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

All Saints Nursery has been registered for 37 years. It is a committee run group which operates from the ground floor of All Saints church hall in Branksome Park, with sole use during the sessions. The group have access to the main hall, reception area and a separate kitchen. Toilet facilities are easily accessible off the entrance foyer.

Children have access to the paved outside area enclosed at the front of the hall, plus occasional use of the large church garden accessed along a path way.

The nursery is registered to provide places for 26 children between the ages of 2-5 years, and there are currently 39 children on roll. This includes 17 funded three-year-olds and 9 funded four year olds. The group support children who have English as an additional language. The nursery is open Monday to Fridays from 9.00am - 1.00pm during term time, and children attend a variety of sessions.

A team of seven staff work with the children including the manager. Five staff have an Early Years Qualification, with a further member of staff currently undertaking training in Early Years. The group receive support from the EYDCP Advisory teachers

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's growth and development is well nurtured due to the provision of healthy snacks, meals and drinks. A group of children help prepare the fresh fruit morning snack, they peel and slice banana and apple, one child says, 'Fruit is good for you, it's healthy'. Parents provide packed lunches for children that stay for the lunch time period. The nursery encourage parents to provide healthy options and give parents literature to support this. This has positive outcomes for children as they enjoy healthy lunches that include wholemeal sandwiches, fruit, vegetables, yoghurts and cheese. Children are kept hydrated as their named flasks are kept sited on a low level table and children help themselves. Two children rush over to their flasks and drink, one child says, 'I'm really thirsty because I've been running around'. The child drinks most of their drinks and then says, 'That's better, I'm not hot now'.

Children are developing some good hygiene practices, however these are inconsistent. For example, children wash their hands as part of the daily routine prior to snack time. They switch their name cards from one chart to another to indicate they have completed the task. One child says, 'I'm washing the germs off my hands, I don't want them on my food'. A bowl of water and paper towels are sited by the craft activities and children wash the glue and paint off their hands when they have finished their task. However, children do not always wash their hands after using the toilet. They visit the toilet independently, staff are close by and monitor their movements. Several children fail to flush the toilet or wash their hands as they rush back to activities. Consequently, at times children's health is compromised.

Children are well cared for following accidents. All staff are first aid trained and update their training every three years. A fully stocked first aid kit is kept close by, accidents are recorded and shared with parents. Consequently, children's needs are fully met when accidents occur.

Children's muscle development and general fitness is well promoted with daily physical activities. They develop good balancing, climbing and sliding skills through using a variety of equipment in the well resourced physical play area.

Children negotiate indoor space with confidence and move around furniture and floor activities carefully. Children have regular opportunities to develop their physical development through planned activities. For example, they participate in 'sticky kids' and 'top start' activities. They listen to and follow instruction from a music tape. The children demonstrate good spatial awareness, they move around, avoiding collision. They march, tap their feet and jump like monkeys. Children kick, throw and catch balls. They hop from one circle to another and manoeuvre between cones. During the activity children recognise the changes in the bodies. One child says, 'I feel hot' and takes off their top to cool down. Children confidently climb the ladder and slide down the slide. They know to use their bodies to control their movements. For example, as four-year-olds use the balance beams the children hold their arms up in the air. One child says, 'I use my arms to balance to stop me falling off'.

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

The provision is good.

Children's safety is assured in this secure and child friendly environment. Staff are limited with what they can display as the church hall is used by a variety of groups. They have limited space

on the display board. However, they effectively use a mobile screen on which they display children's work, creating a welcoming environment. Staff set up the room prior to children's arrivals, they are creative in the way they designate different areas for play. Staff are very well deployed throughout the nursery and have clear understanding of their individual roles and responsibilities that contribute to children's safety. For example, a member of staff is deployed at the entrance door at arrival and departure times, this ensures that all visitors are monitored effectively to promote a secure setting for children. Staff ensure the environment is safe by carrying out a thorough annual risk assessment. The staff carry out a health and safety daily check list to ensure the ongoing safety of the environment and to minimise risks to children. Children are kept safe as staff remind them of ways to promote theirs and others safety. For example, a member of staff tells the children to run slower to avoid collisions. Another member of staff reminds the children to sit still whilst using the scissors to avoid injury to themselves and others. Children respond to staff's reminders and explanations and alter their behaviours. Children's safety is further assured as staff ensure that children take part in regular emergency evacuation procedures. This ensures that children are familiar with what to do should an emergency arise. Staff have clear knowledge and understanding of child protection procedures. This contributes to the protection of children from harm and neglect.

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

The provision is good.

Children are happy and settled at the nursery. They have formed good relationships with peers and staff. Children chat excitedly outside the nursery, waiting in anticipation for it to open. They enter and quickly settle at activities, most do not look back for reassurance from parents. Children who are less confident receive comfort and support from staff who stay with them until they have settled. Children have access to a wide range of play activities that keep them busy and stimulated. For example, they enjoy moulding and cutting dough, moving to music, listening and participating in stories and dressing up. They play well in groups and in isolation. Staff use the Birth to three matters framework to promote positive outcomes for the younger children. They have good understanding of child development and ensure that the two year olds are offered activities that match their abilities.

Nursery education.

The quality of teaching and learning is good. Children benefit from staff's sound knowledge of the Foundation Stage, stepping stones and early learning goals. The nursery have implemented clear and effective assessments and planning sheets which supports positive outcomes for children. Observations, discussions with parents and completion of 'All about me' documents gives an accurate record of children's starting points. Ongoing observations and assessments identify gaps in children's learning. These are then actioned by key workers who include suitable activities in planning to ensure that children's next stage of learning is addressed. The long term and weekly curriculum plans identify the six areas of learning, learning intentions, how staff will enable the learning to take place, extension activities and resources. Staff use a range of effective teaching methods to help children progress and develop. Staff offer a good balance of support whilst allowing children time to experiment and learn for themselves, staff know the right time to intervene with advice to prevent children from becoming frustrated with tasks. For example, during a cutting activity the member of staff supports a child who is learning to cut. They offer card to ease the task. The member of staff allows the child to experiment cutting into the card along the edge. They then offer guidance and support which enables the child to successfully cut out the object. The child receive lots of praise, 'Well done, you've done really well', this encourages the child and builds their self esteem. Well planned and resourced

activities ensure children not left waiting. For example, at the crocodile activity the member of staff has prepared sheets of numbered crocodiles, a variety of colouring pencils out, scissors, glue, coloured paper and printed project assessments. The member has good understanding of Foundation Stage and clear idea of the learning intentions of the activity. She effectively asks questions to make child think. For example, 'What is the animal called?' The child confidently says, 'It's a crocodile'. The member of staff says 'Well done' and then extends the child's thinking by asking, 'Where do crocodiles come from?', the child responds by saying, 'The River Nile'. The staff's enthusiasm and interest keep the child focused at the activity. Consequently, their learning and development is enhanced. Children are well grouped to maximise their learning. For example, they are split into two groups for story time. They are grouped according to their ages, this enables staff to pitch the activity according to children's stage of development. A member of staff reads a story with animation and enthusiasm, this captures children's imagination. The story is well paced, allowing children time to examine the pictures, join in familiar poems and ask questions. The member of staff asks the children to listen out for rhyming words. For example, pointing out that scarf and giraffe are good rhyming words. Children are independent in most areas, taking themselves to the toilet and helping to tidy away activities. However, at snack time, children's snacks and drinks are served by staff. Children are not encouraged to spoon out their own fruit or pour their drinks. Children who have English as an additional language are well supported by staff. Staff work closely with families to ensure that they know key words and the best ways to communicate with the children. This ensures that the children feel settled and secure.

Children arrive with confidence. A four-year-old is excitedly greeted by their friend who rushes over and hugs and kisses them. The children chat and laugh before going off to play with some cars. Children play cooperatively together, sharing ideas and playing imaginatively. For example, two four-year-olds are absorbed playing with the dolls house, acting out scenes from home. A three-year-old asks if they can play too, the child is welcomed by the children and they play harmoniously together. Children talk confidently about their own lives. One child explains that they will be starting school in September, they talk about the uniform they will wear and the friends that will be going with them. Children talk openly about their extended families. As children participate in a craft activity one child tells their friend, 'My daddy's at work', the other child responds by saying, 'My daddy's playing golf'.

Children confidently count at every day activities. For example, they count to 12 whilst seated at the table for snack. A member of staff asks them to calculate how many people there are for snack if they included her, they add on one and call out '13'. A three-year-old counts the number of pieces of stickle bricks as they construct a car and says, 'This is a square, it's got four sides', they then select another shape and say, 'This is a triangle, it's got three sides'. Another child joins in, 'This is a big triangle and this is a little triangle', they hold up the shapes to compare sizes. Children show awareness of similarities and differences as they compare their height. For example, three children discuss who is the tallest and who is the shortest then line up in height order. Children link numbers with numerals, a three-year-old cuts out and lines up numbered crocodiles. The child says, 'I'm good at counting, I can count to 12'. The child adds one more crocodile on to the six and says, 'That makes 7 now, I've got 3 more to go to make 10'.

Children recognise their names as they arrive at the setting. They select their name cards and transfer them on to the correct board to indicate their arrival. One child sounds out the letters of their name. A three-year-old struggles to find their name, an older child helps them and finds their friend's name. Children frequently access the book corner and enjoy group and individual stories. They study the pictures with interest. One four-year-old selects a book called,

'Chocolate mousse for greedy goose' and retells the familiar story. The child explains, 'I have this book at home too, I look at the words and the pictures and remember the story'. Children have good vocabularies and talk confidently to their peers and staff. They speak clearly, communicating their needs and ideas. Children have opportunities to make marks throughout the nursery. They enjoy tracing pictures, writing their names on their work and mark making during role play. There are good opportunities for children to use tools such as scissors and their hand-eye coordination is well developed.

Children learn about the wider world through well planned activities. They talk with enthusiasm about the things they have learnt about Egypt. Music is played during tidy away time and one child comments, 'This music is from Egypt'. As children look at books one child recognises images of Egypt and excitedly calls out, 'Look, it's Egypt' and shows the book to their friends and staff. Children are learning about nature and growing through planned activities. For example, planting and growing potatoes. One child explains, 'We put in chicken poo to help them grow'. A child excitedly explains, 'When they are ready we are going to wash them and cook them to eat'. Children learn about life cycles through observing pupas as they develop into caterpillars and finally butterflies. The children observe the changes and release the butterflies. Children are able to operate simple equipment. For example, they programme in directions by pressing the arrows on the 'Bee Bots'. A four year explains to a younger child, 'This arrow makes it go forwards and this one makes it go back'.

Children are creative and they freely use a range of media. A group of children play with play dough. A four-year-old explores the dough with their hands then says, 'My play dough is squidgy'. Another child rolls their dough out flat and then drags a cutter across the top. The child examines the dough and then says, 'My dough has gone all bumpy now'. Children use tools such as roller, cutters and scissors to make their creations. Children use planks of wood and blocks to construct a balance beam course. They manipulate the large pieces of wood with dexterity, taking care to match the holes and pegs to construct a secure structure. They then use their imagination to use the pieces to make a train and helicopter. One child balances a plank of wood across the top of the construction and spins it round. They call out, 'Look I've made the propeller'. Children are imaginative in their play. Two children tell staff that they are cats. They crawl along the floor and make cat sounds, meowing. They get on to a blue mat and imagine they are in the sea and need rescuing. They meow loudly until a member of staff rescues them.

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

The provision is good.

Children's spiritual, social, moral and cultural needs are fostered. Children are very much at home at the nursery. They are busy and well supervised throughout the session, this keeps them occupied and eliminates boredom, consequently behaviour is good. Children's achievements are recognised with lots of verbal praise which keeps them motivated. One child completes a puzzle and their achievement is rewarded by being given a sticker, this builds the child's confidence and self esteem as they rush off to show their friends and other staff. Children listen to and follow instructions well and help tidy away resources. Staff ask children kindly and this results in co-operation from the children. For example, a member of staff asks, 'Could you carry these cushions for me, I need a strong person to help'. The child rises to the challenge and moves the cushions with a big smile on their face. The member of staff thanks them for their help. Children have access to a good range of resources which show positive images of diversity. For example, figures, dressing up clothes and puzzles. The nursery plan activities that teach children about other countries and cultures such as Egypt. Children help to make flat

bread and try on traditional costumes. These images and activities ensure that children have the opportunity to develop positive attitudes and acceptance of differences. Staff know the children very well, and meet their individual needs effectively.

Partnership with parents and carers is good. Parents are very happy with the care their children receive and find staff very approachable and always available for discussions. Children and parents know key workers well. Parents are kept fully informed about what is happening at the nursery through regular newsletters, plans and information. Parents of children in receipt of nursery education funding are well informed about the foundation stage, stepping stones and early learning goals. They share information and observations that help staff complete initial information in "All about me" sheets. This ensures that staff and parents have clear understanding of the stage that the child are at when they start at the nursery. Parents meet with key worker to discuss their child's progress.

## **Organisation**

The organisation is satisfactory.

Children receive good quality of care as the majority of staff are well qualified and experienced. Staff work well together as a team and are very clear on their roles and responsibilities within the nursery. There are effective induction procedures in place for new staff to ensure they are confident in their roles. The effective contingency plans to cover staff sickness and holidays ensure that appropriate staffing rations are maintained. Staff are well deployed, however, staff do not always sufficiently monitor children when they use the toilets. Activities are well organised and supervised to support children's learning. All required documentation, which contributes to the children's health, safety and well-being is in place. However, incidents are not always signed by parents and some policies do not include the correct information.

The leadership and management of the nursery is good. The manager oversees all aspects of the nursery and takes an active role in supporting the staff. She is responsible for planning and has developed effective procedures to monitor the quality of nursery education. The manager identifies the nursery's strengths and weaknesses and then actions these findings. For example, she ensures staff monitor and evaluate all areas of the provision that impact on children's learning such as the environment, materials, equipment, routine, activities, parent and carer involvement. Staff manage this by tracking individual children and recording the areas and activities they access. She has detailed written evaluations and action plans that she works towards to improve the provision. For example, plans to create a secure outdoor play area to further improve children's physical development and plans to purchase a computer. The setting meets the needs of the range of children for whom it provides care and education.

## **Improvements since the last inspection**

At the previous care inspection the provider agreed to develop procedures for lost children and to maintain clear incident records. They also agreed to make sure that hygiene practices and procedures were consistent throughout the session. The nursery have developed a lost child policy which is shared with parents, promoting children's safety. Incidents logs have been established, however these do not include parents signatures. The nursery have developed some effective hygiene procedures, however hand washing is not consistent.

At the previous education inspection the provider agreed to improve the management and organisation of large group activities and to provide greater challenges for more able children. They also agreed to increase the opportunities for children to use counting, and solve simple

mathematical problems in everyday situations and to extend the provision to further develop children's imagination in role play situations. Improvements have been made in the way the children are managed. Staff have introduced more times for differentiated learning, which has resulted in there being less time that they children are involved in activities that are not entirely suitable for their stage of development. Assessment records now clearly set an individual target for each child, this enables staff to provide a better focus for meeting the needs of the more able children. Opportunities for children to develop their maths skills have improved as staff have introduced more activities in their project planning to cover this goal. The nursery now have a designated role play area so that children can develop their ideas. Staff provide a range of changing props to enhance children's play and imagination.

### **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 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):

- continue to develop children's hygiene practices regarding hand washing
- ensure that policies and documentation are regularly reviewed and well maintained

#### **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):

- ensure that children's independence is promoted at snack time

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](http://www.ofsted.gov.uk)