

Brindle St Josephs Nursery Group

Inspection report for early years provision

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| Unique Reference Number | 309683 |
| Inspection date | 25 June 2007 |
| Inspector | Jane Pamela Berry |
| Setting Address | Bournes Row, Hoghton, Preston, Lancashire, PR5 0DQ |
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| Registered person | Brindle St. Josephs Nursery Group |
| 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?

Brindle St Josephs Nursery Group has been registered since 1997. The provision is located within Brindle St Josephs R C Primary School, in Hoghton a rural area of Preston, Lancashire.

The provision is registered for 36 children; of whom only 16 may be between three and five years of age. There are currently 24 children on roll in the nursery; of these 23 are in receipt of funding. The setting provides for children with a disability. The provision consists of a nursery and an out of school club. The nursery is open 09.00 to 15.00 and the breakfast and after school club is open 07.45 to 08.55 and 15.00 to 18.00, all the facilities operate term time only.

The group has established links with the Early Years Team and conduct self-evaluation as part of ongoing quality assurance. The staff mostly have relevant qualifications in childcare or play work.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are very well nourished through extremely varied and well balanced menus. They have a very positive attitude to healthy eating and enjoy socialising at mealtimes with their friends. They help to prepare snacks of fresh fruit and enjoy planting and growing seeds in the outdoor play area. Children are actively involved in an excellent range of activities which develop their knowledge and understanding of healthy lifestyles. For example, they benefit from creative activities, attractive wall displays and discussions with health professionals around topics. They all have a good understanding of standards of hygiene, for example, confidently managing their own toileting needs. They wash their hands unaided, although sometimes forget to do so when pre-occupied or distracted. Furthermore, they bring snacks or are served toast to eat in the play area with no plates or mats provided. This is inconsistent with, what is otherwise, very good practice. The children's positive health is greatly enhanced through a wide range of precautionary measures, that minimise the spread of infection, such as the maintenance of a very clean and hygienic environment. A detailed exclusion policy is securely in place, which is clearly understood and implemented by staff.

Children stay healthy through use of very detailed records of individual health and dietary needs, which are reviewed regularly. Staff promote children's understanding of keeping their bodies healthy through discussions about wearing appropriate clothing for sports and the fun run. Staff explain to the children the importance of wellness, such as applying sun cream to protect them from the harmful rays of the sun and the importance of visiting the dentist to help children to care for their teeth.

Children are eager to enjoy fresh air and exercise every day, enthusiastically choosing from a range of well planned activities to promote their physical health and well-being. During outdoor play children expertly climb, skip, throw and catch balls, ride bikes and successfully negotiate obstacles. They frequently choose to play outdoors and freely move in a range of ways with pleasure and confidence. Their good health is well promoted by staff who encourage them to experience different seasons. In addition an excellent range of indoor activities, such as physical education, and music and movement sessions actively contribute to keeping children fit.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a rich learning environment where they are able to move around safely and confidently. The play areas are bright, welcoming and very child centred with attractive displays of children's art work. Children use an extensive range of good quality toys and equipment, which are maintained to a high standard of hygiene and safety, and are stored at low level in labelled boxes enabling children to access them freely.

Children's safety and security is given utmost priority by staff who complete daily risk assessments to minimise hazards both inside and out. Precautionary measures are in place to maintain children's safety at all times, for example, the high ratios of staff to children and effective deployment of staff ensures children are always well supervised. Staff teach the children how to keep themselves safe by providing games and activities about road safety, stranger danger and keeping safe during play. The children demonstrate a clear understanding of the rules as they respond positively to staff. Children are developing a good understanding

of the fire precautions, through being made aware of and practising the emergency evacuation plan.

Children are well protected because the staff are clear about their roles and responsibilities in a child protection situation. Children's safety and welfare is further protected because staff are confident in identifying possible indicators of abuse. However, the policy has not been updated to reflect the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children relish their time in the setting and separate from carers with confidence. Play activities are provided by staff with imagination and creativity to make them interesting, stimulating and challenging for children. For example, children are highly motivated learners as they engage in their self chosen activities, using their own initiative frequently to extend their own play. They explore their surroundings freely and use a range of natural materials to develop their senses.

Children acquire new knowledge and skills because staff support their play, intervene appropriately and allow them space and time to practise their skills, such as cutting with scissors. They use their imagination to make three-dimensional models, without adult intervention at an art table, which is available throughout the day. This means the children can work continuously on a project of their choice and return to it at intervals, showing continuity and persistence on tasks. This helps them to develop a sense of pride in their work. The children are very confident and have high self-esteem, through being given age appropriate tasks and being rewarded with praise for their efforts. They are happy and settled because staff spend time with them, talking and skilfully posing questions to make them think and to help them learn. Staff place the utmost priority on children's emotional well-being and value the processes by which the children develop naturally. For example, they are making friendships and help one another. When playing in the outdoors the children eagerly stride across the stepping stones in the garden, avoiding the crocodiles as they try to reach the other side of the pretend river.

In the out of school club, the children relate well to others and have a pride in their work. They play outdoors and inside on activities that are interesting and challenging. They enjoy a range of crafts and sports facilities, and popular activities at present are skipping and cricket. The children all contribute their ideas and staff are responsive to their needs and wishes.

Nursery Education

The quality of teaching and learning is good. Detailed planning and assessments are confidently used by staff to obtain information. This starts on admission gathering a baseline of what children can do. Staff observe children as they progress, however, the assessments are not formally used to inform the next steps in a child's learning journey. Activities are evaluated by the staff, which ensures children's progress is linked to the stepping stones. Staff are secure in their knowledge of the Foundation Stage curriculum. They skilfully question children to make them think and extend their knowledge, such as incorporating numbers and counting in daily practical tasks like giving out the cups.

Children learn through making choices and decisions about which activity they wish to participate in and as a result they become highly motivated and independent learners. They benefit greatly

from excellent relationships with adults and peers and they initiate interactions with other people with confidence. They routinely enjoy spontaneous mark making in a variety of activities, for example, writing their name on their paintings. Children confidently use gestures during songs and stories to communicate their thoughts and ideas.

Children are becoming aware of the wider world through a wealth of good quality resources which reflect positive images of race, culture and disability. The recognition and celebration of festivals from around the world helps children to develop positive attitudes to others and to value diversity. The children name and recognise many colours with ease. They continually show a great interest in numbers and counting and are beginning to show an understanding of comparing groups of objects. The children enjoy excellent opportunities to explore the natural world, for example, through first hand experiences planting and growing seeds in the garden. They show an interest in the community by enjoying outings to places of interest and maintaining links with the adjacent reception class.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging within the setting as they are encouraged to make their own choices and decisions about how they spend their time. They enjoy friendships and develop a good awareness of their own needs and the needs of others, through learning to share and taking turns. Staff are highly committed to the inclusion of all children within the setting through ensuring the physical environment is accessible and adaptable and working closely with parents and other professionals. Staff are appropriately trained and the Special Educational Needs Coordinator ensures all children are able to participate fully in the life of the setting. Written programmes of work are shared, discussed and agreed with parents to ensure consistency and to encourage parents to participate. During the fun run the staff emphasise to the children that the important thing is participation and not who runs the fastest. This embraces the whole concept of inclusion as some children are pushed in buggies and parents are fully involved sharing the children's experiences.

Children behave extremely well. They learn right from wrong through clear boundaries and through staff being positive role models, for example, children ask, 'Should I line up first?' when preparing to go outside. Staff have high expectations of children's behaviour and put a strong emphasis on rewarding positive behaviour. Staff give the children lots of praise and award stickers and an occasional treat, for effort and achievement. Children are busy and contented and cooperate well together, often initiating their own activities. The out of school children make their own rules and codes of behaviour, which greatly encourages ownership of the values.

Partnership with parents is good. Staff work very closely with parents in an open and honest way. They are fully involved in their child's learning through termly meetings to discuss their child's progress towards the early learning goals. There is a procedure and a method for logging complaints, although, the system is not comprehensive enough. Parents' comments and input is a valued part of the process and they are warmly welcomed into the setting to join in activities. Parents are given a detailed information pack about the setting. The nursery actively encourages parental involvement, through inviting them to share skills and knowledge during themes and topics, such as the scrap heap challenge which is a very successful community arts project. Parents are also included in training workshops to support the nursery's healthy eating plan. Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

The leadership and management is good. Staff perform exceedingly well as a team due to strong leadership which values and respects their expertise. Staff share a clear vision to consistently deliver high standards of care and education for all children through their thorough knowledge and implementation of sound policies and procedures. Clear direction from managers to identify strengths and weaknesses in the nursery education lead to continual improvement. Staff are well supported by management to promote their professional development through regular appraisals and attending further training. Managers value their staff and provide a clear sense of purpose and direction resulting in a highly motivated staff team. The combination of external and internal support networks further enhances the high quality of care and education.

Children are well protected through robust recruitment and vetting procedures. The high adult-child ratios are maintained to support children's play extremely well. The nursery is very well organised through the effective deployment of staff. This contributes greatly to children's enjoyment and achievement. Highly effective organisation of play areas and resources allow children to be independent and confident learners. Staff have clear understanding of the importance of a key worker system resulting in children enjoying positive interactions throughout the day with consistent and familiar adults. Documentation and children's records are kept and maintained to a high standard contributing to the extremely safe and efficient management of the provision. Children benefit greatly from staff's commitment to broadening their knowledge and skills in child care practices through further training. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection in respect of care, the provider was asked to ensure that the safeguarding policy makes the processes clearer in the event an allegation is made against a member of staff. The provider has included a section in the policy for this aspect, which is now clearer for all concerned.

In respect of the nursery education the provider was asked to continue to develop the outdoor area. This has improved immensely, with the addition of: a safety surface; a climbing frame; a raised garden bed; a picnic area and a log cabin. This improves the facilities available for children in the outdoor area and supports various aspects of the children's learning and development.

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):

- develop children's ability to recognise the importance of consistent hygiene practices, for example, routine hand-washing and care being taken when handling food in the outdoor area in order to minimise cross infection
- update the policy in line with the Local Safeguarding Children Board procedures
- develop systems already in place for the logging and handling of complaints received in writing from parents.

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):

- link the next steps identified for children more clearly in the planning for their learning.

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