

St Georges Nursery

Inspection report for early years provision

Unique Reference Number	503017
Inspection date	11 June 2007
Inspector	Maralyn Chiverton
Setting Address	St. Georges Centre, Broadway, Wakefield, West Yorkshire, WF2 8AA
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Registered person	Lupset Community Centre Association Ltd
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?

Childcare @ St Georges is committee run by voluntary directors and people from the local community. It was registered in January 2000 to care for no more than 33 children under eight years of age. At present there are 68 children on roll, of whom 10 are in receipt of nursery education funding. The provision is part of the St Georges Community Project, and is located within the Sunbeam children's centre in the Lupset area of Wakefield. The setting serves local and surrounding areas.

Care is provided in a purpose built building. There are three main playrooms. Children have access to an enclosed outdoor area. The nursery is open each weekday, from 08.00 to 18.00, throughout the year except for statutory bank holidays. The nursery supports children with learning difficulties or disabilities as well as children for whom English is an additional language.

There are eight staff who work directly with the children, all of whom have an appropriate childcare qualification. The setting has the support of the local authority and is undertaking a recognised quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment which is exceptionally clean and welcoming. They thrive because staff are very pro-active in promoting good health and hygiene practice, as well as being vigilant in ensuring the setting remains clean and hygienic. For example, staff follow a daily check list for keeping the kitchen clean and hygienic as well as a stringent nappy changing procedure which includes the use of disposable gloves and aprons and helps to prevent cross-infection. Children are very independent in their personal care. They readily access tissues to wipe their noses and understand that they need to wash their hands before eating and after using the toilet to wash away any germs which could make them ill.

Children are provided with a variety of well balanced, nutritious meals and snacks, which include jacket potatoes, cheese, vegetable soup, fresh fruit and wholemeal bread. Their understanding of the benefits of healthy eating are well promoted through planned topics and hands on experiences, such as making fruit kebabs. Children can independently access fresh drinking water throughout the day. They are kept free from infection through the implementation of a well written sick child policy. Parents receive information about infectious diseases as well as incubation periods. Children benefit from regular access to a well resourced outdoor area which promotes well their enjoyment and understanding of the benefits of exercise, as well as a very comfortable book area for periods of relaxation and rest.

Babies and young children under two years of age are made to feel special through an effective key worker system and shared understandings between parents and carers. They receive very good attention and support, which fosters and promotes their emotional well-being. Children are provided with sturdy equipment which helps them to pull themselves up and gain good control of their bodies. They explore their environment with freedom, independence and confidence. Children's individual needs are well met through staff's good knowledge of each child's sleeping and eating patterns. Staff work closely with parents to ensure home routines are followed at nursery. They record how each child has spent their time in individual diaries which are shared with parents.

Children in receipt of nursery education funding enjoy and develop a positive attitude towards physical exercise. They test their physical skills through well planned activities, such as an obstacle course, jumping in and out of hoops and good use of balancing beams. Children move with independence and confidence around the setting. They show good awareness of themselves and others as they competently use wheeled toys. Children are provided with good opportunities for rigorous play to develop their skills of moving around, over, through and under. Children are provided with a very good range of small equipment, which they use with good control and coordination. They are developing a good understanding of the changes to their bodies when participating in physical exercise through linking being breathless and the heart beating faster to being active.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the high priority placed on keeping them safe. They are kept very safe in premises that are secure at all times. Children benefit from the very effective procedures in place to record their arrival and departure times as well as the recording of any visitors to the

nursery. The setting is well managed and effectively organised into areas of learning where children move around safely and freely. Children are able to independently choose from a wide range of toys and resources which are safe, suitable and appropriate to their needs. These are checked on a regular basis to ensure they are safe to play with. Well written risk assessments, which include daily checks, ensure children are kept safe at all times.

Children's understanding of how to prevent accidents is well promoted through the setting of appropriate boundaries, clear simple explanations and reminders from staff. For example, they are asked not to run, to be careful and to look where they are going in order to avoid accidents. They regularly participate in fire evacuation procedures which are carried out in a calm and reassuring manner. Children are kept free from harm through the very good understanding of staff with regard to child protection issues. Staff know they have a statutory responsibility to protect the children in their care.

Babies and children under two years of age are provided with good opportunities to make safe choices. They are beginning to understand the need for a balance between freedom and safe limits through staff's good understanding and implementation of clear, consistent boundaries. Shared information communicated on a daily basis ensures the children are kept safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, happy learners who enjoy coming to the setting. They show good concentration skills and interest in what they do. Children are provided with a wide range of exciting activities and well balanced resources which effectively promote their learning. For instance, children have regular access to a local garden allotment where they oversee the planting and growing of vegetables and flowers. Colourful posters are effectively used to promote children's understanding of colour, shape, number and letters. Children benefit from very caring, motivated and enthusiastic staff that clearly enjoy what they do. Their understanding of right and wrong is well promoted through discussion and simple explanation. Children are well supported in their play through constant interaction with staff, who are enthusiastic and actively contribute to promoting children's learning. The close and caring relationships between children and adults help children to develop a strong sense of self and of trust.

Babies and young children under two years of age receive lots of encouragement to respond to their environment through very good support from staff members. For example, staff look at books with children; they encourage them to recognise everyday things and to sound out animal sounds, such as a duck, pig and cow. However, a limited supply of natural materials restricts children from developing their natural curiosity and becoming more competent learners.

Nursery education

The quality of teaching and learning is good. It is rooted in a sound knowledge and understanding of the Foundation Stage as well as the implementation of detailed planning which links into all six areas of learning. A flexible approach to planning allows children to make good progress in all six areas of learning. Staff use good questioning skills and additional resources to challenge children's thinking. Children's learning is monitored and recorded through well written observations and pieces of children's work. However, the recording of children's progress with regard to extending children's learning is not always clearly defined to show a clear picture of progression.

Children show interest and excitement in all that they do. They are very confident, motivated learners who enjoy working in groups and independently. They are confident enough to join in when appropriate and assume responsibility for their personal care. They count competently up to 10 and beyond, are able to write numbers one to four and to use number in familiar contexts. Children are able to recognise their names, to form recognisable letters and link letters to sounds. They have a very good awareness of the wider world and their own environment through an excellent range of resources, visits from people from the local community and focused activities. Children are very competent in using technology to support their learning. They are provided with regular opportunities as well as a wide range of materials to design and create using a variety of tools and techniques. Children use all their senses to express their creativity and particularly enjoy using musical instruments. They develop their imagination skills through role play and small world figures.

Helping children make a positive contribution

The provision is outstanding.

Children are exceptionally well cared for in an environment where each child's individuality underpins the ethos of the setting. Children are highly valued and respected as individuals and receive constant support and encouragement to make a positive contribution. They are self-assured, show exceptional self-esteem and sense of belonging, as well as taking control of their learning. Children confidently express their own views and ideas as well as listening to those of others. Their individual needs are given the utmost priority and they benefit from staff's highly comprehensive understanding of their role in promoting equality of opportunity and implementation of well written, detailed policies and procedures. Children with learning difficulties or disabilities are exceedingly well cared for through daily access to a highly skilled and experienced coordinator.

Children are provided with a setting that is rich in promoting diversity through bright, colourful displays and photographs which clearly depict positive attitudes towards gender, disability and other cultures. Their understanding of the wider world is exceedingly well promoted through planned topics, visitors to the nursery, as well as innovative activities, such as saying good morning in a variety of languages. Children have a very positive attitude to one another, are exceptionally well behaved and able to share and take turns. A consistent approach to behaviour management promotes well children's understanding of appropriate behaviour as well as effectively helping them to take responsibility for how they behave towards each other. Children's spiritual, moral, social and cultural development is fostered.

Babies and younger children are celebrated as individuals through an effective key worker system, which ensures they feel valued and their personal routines well catered for. They are provided with a very caring environment and constant effective interaction. This approach allows them to feel very special and important. Children benefit from staff's good recognition that young babies find comfort from 'snuggling in' and being provided with cosy corners with soft, inviting surfaces.

Partnership with parents and carers is good which contributes significantly to children's well-being. Parents feel welcomed and valued at the nursery and are provided with good quality information about the provision through a welcome pack, regular newsletters and parent information boards. They are very supportive of the setting and feel able to discuss any concerns, ideas or wishes at any time. Parents' understanding of the Foundation Stage is promoted through displays and planned open evenings. They are encouraged to be involved in their child's

learning through looking at their child's individual files and supplying resources linked into planning. Parents receive both verbal and written information about their child's progress.

Organisation

The organisation is good.

Children are provided with a stimulating, well organised and managed environment where they are able to access toys and resources with freedom, safety and independence. They are well supported by a very good ratio of skilled and experienced staff who work exceedingly well as a team. Effective implementation of detailed, well written policies and procedures contribute to children's welfare, care, learning and enjoyment. Children benefit from the staff's motivation, enthusiasm and enjoyment, as well as their good understanding of their role and responsibilities in developing children's learning. Children are well cared for by key workers who place great importance on building trusting and supportive relationships with their key children and their families.

Leadership and management of the nursery education are good. The leadership and management team has a clear vision of how to improve the quality of care and nursery education which is shared with all staff and used to steer the work of the setting. Strengths and areas for improvement are effectively monitored and evaluated through self evaluation tasks, feedback from parents, minutes from team meetings, as well as monitoring reports from the local authority. Staff are well supported, they feel valued and respected and work very well as a team. Management and staff are fully committed to providing a quality, integrated service between care and education to enhance children's learning as well as promoting an inclusive environment where every child matters. The nursery are looking to gain accreditation from a recognised quality assurance scheme.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Following the last inspection recommendations were in place to improve children's welfare and care.

These were to ensure there are good hygiene practices in place regarding nappy changing equipment and the written records with regard to accidents, containing all necessary details as well as parent signatures.

Since the last care inspection the setting has taken very positive steps to improve children's welfare and safety. For example, staff implement stringent routines for ensuring nappy changing equipment is kept safe and hygienic. Written records with regard to accidents now contain all necessary details as well as parent signatures.

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):

- provide a wider range of natural materials and opportunities to promote and develop children's natural curiosity enabling them to become competent learners.

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):

- review systems for recording and extending children's progress to ensure the next steps in children's learning is clearly defined to show a clear picture of progress.

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