

St Gregory's Catholic Primary School

Inspection report for early years provision

Unique Reference Number	EY338963
Inspection date	17 April 2007
Inspector	Elizabeth Culley
Setting Address	St Gregory's Catholic Primary School, Grange Road, Northampton, NN3 2AX
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Registered person	St Gregory's Catholic Nursery
Type of inspection	Integrated
Type of care	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.

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. Gregory's Nursery opened in 2006 and operates from a purpose-built unit in the primary school. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 11:30 and 12:45 to 15:15 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from three to under five years on roll. Of these, 45 children receive funding for early education. Children come from the local area. The nursery currently supports a number of children with learning difficulties and a number of children who speak English as an additional language.

The nursery employs four members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. They are cared for in clean and healthy premises where effective cleaning routines are in place to prevent cross-infection. Children are learning about personal hygiene in their daily routines. They wash their hands before snack and after using the toilet to prevent the spread of infection. Children's growth and development is nurtured. They wear and learn about appropriate clothing for outdoors, therefore, they are able to spend time each day playing in the fresh air. They have excellent opportunities every day to exercise their large body muscles through physical activity such as riding bikes and climbing. Children use a variety of small tools including rolling pins and pencils to develop their hand eye coordination. They are able to rest quietly when they are tired or unwell. Children are given emergency care and treatment by staff who are trained in first aid procedures.

Children enjoy snack time where healthy eating is promoted, for example, they frequently have fresh fruit and vegetables. They enjoy cooking and eating snacks which they have helped to prepare such as home made cakes. Children's independence is promoted as they pour their own drinks. They enjoy the social occasion of sitting together with staff during snack time where they enter into conversation and discuss why milk is good for them as it helps build strong bones and teeth. Children's specific dietary needs are discussed with parents and recorded in their child's information, therefore, their individual needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety and well-being is promoted effectively. Good use is made of displays and children's art work to create a welcoming environment. Children's independence is promoted because suitable equipment, space and resources are well organised to support their learning and development. Children move around freely choosing their activities from the developmentally appropriate and interesting resources provided. Effective security measures protect children from leaving the premises without permission. Children's safety is promoted well through effective supervision. They are given permission to take supervised risks in their play, for example, they experiment with blocks to create balance beams of different heights. Children are learning how to protect themselves from potential danger as they practise emergency evacuation procedures.

Children are protected from potential harm because staff have the experience, knowledge and skills to safeguard children. They have a good knowledge of the local authority guidelines and are able to put emergency procedures in place for reporting concerns, therefore, their welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and enjoy their time at the nursery. They are cared for by consistent staff who know them well. Children are developing confidence. They are beginning to form good relationships with the staff and their peers. Children are developing independence as they move freely around the room choosing their activities from the interesting variety of resources provided.

The quality of teaching and children's learning is good. Children are making good progress towards the early learning goals because staff plan and provide an interesting programme of activities based on their secure knowledge of the Foundation Stage and the stepping stones. Plans show clearly what children are expected to learn, and includes plans for individual children, which ensures they are sufficiently challenged to move on to the next stage in their learning. Observation and assessment records are used effectively to plan for individual children. Children with special education needs are fully included at the setting. Staff work with parents and the area SENCO (special education needs co-ordinator) and have introduced Individual Education Plans (IEP) to ensure they make progress in their learning. Joint working agreements with parents reassures children whose first language is not English and they are supported in the setting until they feel confident enough to be left. For example, parents act as translators which enables children to join in story time. Staff use a variety of teaching methods to enable children to make progress in their development, some of which are child led. They use open ended questioning to develop children's own interests, for example, during story time children talk about their family visit to the park. Children initiate their own ideas, for example, when they finished painting they used the paint to create different effects in the water tray. Staff manage children's behaviour effectively. At registration they explain the day's routine and children understand they must be kind to one another and helpful to new children. Excellent use is made of the indoor and outdoor space to create an exciting learning environment, for example, when the weather is hot and sunny activities are moved into the shaded outdoor area.

Children's interests are nurtured and they are well motivated to learn. All children are developing confidence as they separate from their main carer and follow the daily routine for registration. Older children are demonstrating their growing independence as they attend to their own toileting needs. Children show high levels of involvement in their activities and talk to adults about waterfalls as they fill containers and pour water into pipes. They are learning to show care and concern for others as they talk about being gentle with animals and are reminded to talk quietly and not shout. Children are making excellent progress in their language development. They listen with interest and answer questions during story time. Children talk to adults and describe what they are painting, for example, one child described the picture of his family and the spider which lives on a rock at his house. They choose books for pleasure and learn that words have meaning because staff point to words as they read. Older children are beginning to form letters whilst younger children trace shapes. They recognise their own names and carefully choose their name cards throughout different activities during the day.

Children show an interest in numbers as they count each other and add two groups together during registration, for example, how many boys and how many girls and how many altogether. They are learning about shape as they complete puzzles. Children carry out simple calculation as they sing familiar rhymes such as 'five little ducks' and count how many are left when one swam away. They are beginning to use mathematical language as they construct models. They talk about how tall their tower is and look for triangle shapes. During cooking activities children learn to weigh and measure ingredients. Children are developing their knowledge of the world in which they live. They learn about their local community as they share activities with the reception class, for example, when the fire officer, nurse or priest visits. Children learn about different cultures through the year and they have opportunities to taste Chinese food and learn about their New Year festivities. They are learning about the natural world and identify sea creatures in their water play and visit the school garden to look at the flowers. When completing a puzzle one child identified the shape of the sun and a conversation ensued about the dangers of looking at it without protective glasses. Children have excellent opportunities to develop an awareness of space and how to manage it during outdoor play. They ride bikes on the marked track, play with hoops and build their own balance beams using blocks and planks to vary the

height and shape. Children are learning to negotiate and respect others as they take turns to come down the slide. Children are learning to control and use as a variety of small tools as they work such as rolling and cutting tools, hammers and pegs. They are developing a sense of rhythm as they use musical instruments and clap together. Children are developing their imaginative skills through small world activities and role play. They enjoy dressing up and making meals for their peers and adults in the home corner. Children are learning about colour and texture as they paint and draw with different media, for example, they use large and small brushes, paint on different surfaces and draw on large frieze. They construct and create models using Lego and clay.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered and they are enjoying a happy and nurturing experience at the nursery. They are developing good relationships with their peers and staff. Children confidently separate from their main carer and join in the activities provided. The nursery operates a fully inclusive policy, therefore, children with specific development needs and those whose first language is not English are well supported and their individual needs are met. Children's self-esteem is promoted as they learn about their own and other cultures, for example, they join reception class to learn about the Catholic faith and celebrate Chinese New Year by making lanterns and tasting Chinese food. There is, however, scope to further promote equality of opportunity and anti-racist practice by increasing the resources to reflect the positive images of society.

Staff act as good role models for children by remaining calm, talking quietly and reminding children of the rules for good behaviour. Children are learning to respect each other as they play and share together and they behave well. Good relationships are promoted between staff and parents to form an effective working partnership. They are encouraged to stay with their children throughout the induction period until they are confident enough to be left and they settle well into the daily routine. Staff make themselves available at the beginning and end of each session for informal discussion and feedback about their child's progress.

The partnership with parents and carers of children receiving nursery education is satisfactory. Parents receive some information about the Foundation Stage and the activities children are involved in. Staff informally share information about children. There is, however, no process for sharing children's observations, and not enough information is obtained from parents about what their children know and can do when they enter the Foundation Stage to ascertain children's starting points.

Organisation

The organisation is good.

The needs of the range of children are met. Children's welfare is promoted effectively because all staff are qualified and experienced in early years care to level three and have a clear understanding of their roles and responsibilities. All the records, policies and procedures required to promote good care for children are in place and completed to a high standard. The effective use of staff, space and resources enables children to play and develop their ideas in a safe environment. Children are grouped appropriately and staff are deployed effectively which ensures that overall, the care and activities meet their play and development needs.

The leadership and management of the nursery is good. The welfare, care and learning of children is promoted well because staff are committed to training and development in order to enhance the quality of care and education. Staff work effectively as a team and meet regularly to plan and prepare children's activities. A key worker system is in place to support the individual learning needs of the children. Effective systems are in place to monitor and evaluate the quality of teaching, however, formal staff appraisals have not yet been introduced.

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.

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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):

- promote equality of opportunity by increasing the range of resources to promote positive images of society and anti-racist practice.

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 a system for sharing information with parents regarding their children's progress
- develop a staff appraisal system

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