

St Anne Line Catholic Nursery

Inspection report for early years provision

Unique Reference Number	EY337937
Inspection date	05 June 2007
Inspector	Greg Wolff
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Registered person	The Governing Body of St Anne Line Infant School
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 Anne Line Catholic Nursery is run by an infant school committee. It opened in 2006 and operates from a purpose-built building within the school grounds. It is situated in Basildon, Essex. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 11.30 and 13.00 to 15.00, term time only. All children share access to a secure enclosed outdoor play area. There are four members of staff working with the children, of which, over half have appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn to be healthy. They adopt good hygiene routines, such as hand-washing after toileting and before snack and after messy activities such as painting or construction with glue and boxes. Practitioners record all accidents and obtain signatures from parents and carers to show that they have been informed. A number of practitioners have completed first aid training

to help them respond to accidents appropriately and procedures are also in place to care for children should they become sick on the premises.

Children are able to have snacks and drinks at set times and in line with their dietary requirements. Drinking water is available for children to take for themselves if they become thirsty. Children have healthy snacks, such as a selection of fruit, and are further helped to become aware of healthy eating through planned activities and discussions.

Children have daily physical play opportunities outside. They enjoy being active and are able to be energetic in a well-organised outside play space. They learn to move in different ways and use equipment, including balancing beams, wheelbarrows and blocks. However, practitioners do not currently ensure that children are fully protected from the effects of the sun whilst they play outside. All children are given a wide range of opportunities to develop their small motor skills by using a variety of tools and other equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe in the welcoming setting where they are able to freely move around the learning environment across the session. Practitioners are vigilant about children's safety and ensure this by the effective implementation of thorough daily risk assessments and suitably detailed health and safety policies and procedures across the provision. However, they must ensure that children have no access to plug sockets during sessions.

Children are well protected because practitioners have an in-depth knowledge of child protection issues, recognise their role and responsibilities and know how to implement their own and local child protection procedures. The recording of all staff, children and visitors to and from the nursery, detailed policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm. However, the child protection policy requires updating.

Children benefit enormously from the well-organised and vibrant learning environment and an extensive range of equipment and resources is available, suitable for the ages of children attending. Excellent procedures are in place to ensure equipment is safe and well-maintained. Children access their own resources independently across the provision, which helps to develop and sustain extremely high levels of independence.

Helping children achieve well and enjoy what they do

The provision is good.

All children benefit from their access to a balanced range of activities and play opportunities that support their emotional, physical, social and intellectual development.

Children do not have to wait for equipment as there is plenty available to allow them to play alongside each other. Practitioners are familiar with the best practice guidance described within the Foundation Stage.

Nursery Education

The quality of teaching and learning is good. All practitioners have a secure knowledge of the Foundation Stage. The nursery's planning covers all six areas of learning; it provides clear links

to the early learning goals for focus activities and demonstrates an understanding of the need to differentiate activities to allow for the range of children present. All practitioners interact well with the children and are actively involved in the activities alongside them. They ask the children appropriate open-ended questions to confirm their understanding and prompt them to move on in their thinking.

Children's development is observed and assessed thoroughly during daily activities. Notes are recorded centrally and then transferred to each child's record of achievement towards the early learning goals. By observing children and their achievements throughout the session and not only in particular activities, practitioners ensure that they know where each child's development is at any given time. There is a clear link between the assessment records and planning which shows how they are continuing to meet the children's developmental needs at all times and help them take the next steps.

The use of interesting themes ensures that children remain interested, are involved in all aspects of their education and play activities stem from these. For example, a number of activities stem from the book 'The Very Hungry Caterpillar'. Children have raised butterflies from caterpillars; they have discussed days of the week and numbers; and they have speculated about what happens to the butterfly, after the story in the book has finished. The large display of children's work is interactive, and practitioners use it to reinforce numbers during other activities.

Children particularly enjoy free play in the play house, taking on roles such as members of the family, pets and a postman who delivers letters before being welcomed into the house having first rung the doorbell.

Children are confident in their construction skills, using boxes and other 'junk' to make items ranging from televisions to castles. They are keen to show off what they have created and talk about what things on their models are.

Children are keen to learn and actively involved throughout the session. They form strong relationships with each other and with practitioners. They make choices from the equipment available and are independent in their personal care. Children succeed in a range of skills. Circle time is good and used well by practitioners to promote the children's communication skills and counting. The children also learn to confidently share events and experiences from their home-life with others. However, children have few opportunities to learn about or experience different cultures or religions.

Helping children make a positive contribution

The provision is good.

Children are able to access few resources that promote diversity and equal opportunity for all. There is little acknowledgement of a range of faiths and cultures with the exception of well known celebrations at particular times of the year.

Practitioners work very well with parents, carers and other professionals to support all children, including those with special needs. They take time to gather information about each of the children's needs from parents and carers, which ensures that they are well supported in meeting the needs of all the children attending the group.

Children are generally well-behaved. Practitioners have adopted strategies to teach the children to behave acceptably, and are consistent and positive in their approach to behaviour

management. The use of the Busy Bee board ensures that children strive to be the best that they can, and they take pride in seeing their name on the board for reasons such as being polite and being helpful.

Partnership with parents and carers is good. Practitioners keep parents and carers well informed through an abundance of information about early years, the Foundation Stage, planning and general practices in the group. This is made available on the large notice boards. Parents and carers are made aware they can see their children's development records and termly meetings with their key workers are offered. They are told about topics and themes through newsletters. Practitioners also give daily verbal feedback and often write about the children's learning and achievements on work that is sent home. Effective relationships allow parents and carers to work well with staff to meet all the children's developmental needs.

Overall children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

All required documentation, policies and procedures are in place. However, some updates to existing policies are required. Ofsted is kept informed about practitioner changes and the required checks are completed for new members of staff. The group induct their practitioners well, and carry out appraisals regularly. Staff training is organised to meet individual needs as well as the needs of the group to continually improve the provision. Effective deployment of practitioners ensures that unvetted persons are prevented from accessing premises or having unsupervised contact with children and that required staff to child ratios are met at all times.

The practitioners use the premises well to give the children plenty of space to play and learn and they provide a balanced range of activities. This is enhanced further because the numbers of children attending each session have been lower than the registration condition actually permits. The outside area is used every session, and practitioners use it as a tool for learning, for example by growing beans with the children.

The leadership and management of the group is good. Practitioners work well together to come up with ideas for planning which is then recorded by the manager. All practitioners are confident in their knowledge and understanding of the Foundation Stage. The manager has implemented a system to monitor the provision of nursery education and this is proving to be effective in identifying areas for future training.

Overall children's needs are met.

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):

- ensure that children are fully protected from the effects of the sun when they play outside
- ensure that the child protection policy is updated
- reduce potential hazards on the premises relating to plug sockets.

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 have regular opportunities to learn about different cultures and faiths. (Also applies to childcare.)

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