

# Samuels Christian Nursery Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	220120
<b>Inspection date</b>	15 November 2007
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<b>Registered person</b>	Broadmead Baptist Church
<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Samuels Christian Nursery is a church based and supported playgroup, which was registered in 1990. It is registered to provide sessional care for 32 children and is situated on the outskirts of Northampton town. The nursery has strong links with the church in which they are based. The nursery is accommodated in a spacious building with access to a large grassed field and all weather play area. They have the use of three interconnecting rooms.

The nursery is open Monday to Friday, term time only, and offers five morning sessions 09:00 to 11:30 hours, and three afternoon sessions 13:00 to 15:30. There are 56 children between the ages of two years nine months to five years, currently attending the nursery. There are 39 children in receipt of government funding. The nursery caters for children with special needs and children with English as an additional language.

There are eleven members of staff. The supervisor is a qualified teacher who is supported by other staff with various childcare and teaching qualifications. The nursery works closely with the Early Years Partnership and the Pre-School Learning Alliance. It is also involved in the Effective Early Learning Programme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children learn the importance of good personal hygiene through extremely well-planned daily routines which focus on independence skills and keeping children healthy. The staff take positive steps to develop children's understanding and awareness of good health and hygiene. Older children have a secure awareness of how and why we wash our hands and when it is important to do so. For example, before snacks and after messy activities. Younger children develop their understanding through watching others and through the positive role modelling of the adults and older children. The children are protected from infection through effective hygiene routines which are practised by the nursery. For example, the high level of attention by staff in keeping all areas of the nursery clean and safe. Highly effective policies and procedures fully protect children's health and ensure consistent attention to children's well-being. For example, the sick child policy, good recording of medication and accidents and risk assessments, all contribute to a healthy child. Staff are well informed about children's health issues and substantial records and documents are in place. The majority of staff have first aid training and are deployed around the nursery to administer first aid to the children as soon as possible, to prevent them becoming distressed. Attention to the care of children who have a disability or a special need is excellent. Specific training is taken by staff to ensure children have the best possible care. Attention to hygiene in all areas of the nursery is exemplary.

Children are provided with a versatile and imaginative menu based on healthy eating. Freshly prepared snacks give children a wholesome, nutritious and balanced diet. Children really enjoy their food and staff make this a sociable and relaxed time. Snacks are provided according to the dietary requirements of the children and those children with food preferences and allergies are looked after very well. Children often help with the preparation of snacks. For example, fresh fruit, fresh pasta and vegetable soup. Children grow their own vegetables in the nursery garden and pick tomatoes, carrots and beans as they ripen. The vegetables are eaten by the children. Vegetable soup is prepared and made by the children for their autumn project. Children enjoy food and snacks from many different countries and are encouraged to learn about healthy eating. Children have a choice of milk or water at snack time and fresh water is always available.

Children get plenty of robust physical exercise. They have outstanding opportunities to develop physical skills in the attractive and well equipped outdoor play area. Children confidently use a variety of large and small equipment. They show excellent skills as they take part in an obstacle course which gives them opportunities to climb, balance, jump and go over and under equipment. Children are stimulated by some imaginative activities. They build bridges over 'rivers' to rescue and feed toy elephants. Children also have excellent opportunities to use their bodies in different ways as they dance and move to music. Small motors skills are fostered well with a comprehensive range of equipment. For example, jigsaws, construction and mark making materials are used regularly in activities.

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

The provision is outstanding.

Children's safety is of the highest priority within the organisation of the nursery. Staff are vigilant when recognising hazards and take positive steps to minimise these. Systematic risk assessments with excellent recording are carried out and all staff share in the responsibility for keeping children safe. For example, outings are carefully arranged with parental permission, a

high ratio of adults to children and fluorescent jackets worn by the staff ensure children are kept safe as they walk. Accident records are used to identify areas of risk and steps taken to reduce these. Each area of the setting is well-planned, with space for children to move freely and safely around activities and play areas. Impressive and well implemented safety and security precautions are in place to promote and safeguard the children's welfare. For example, security at the entrance and outside play area. Staff help children gain an awareness of keeping themselves safe in the nursery as they explain and practise simple procedures such as, emergency evacuation. Children begin to understand about safety issues both within the setting and outside and during planned and spontaneous activities. Safety is taught as part of the curriculum. For example, visits from the police and fire safety officer are extended with discussion and activities about safety. Children and staff discuss ways to keep safe when using equipment. Comprehensive safety measures are in place to protect the children from harm. Children use an extensive range of safe, good quality and developmentally appropriate toys, furniture and equipment. These are extremely well-planned and organised throughout the setting with lots of child height storage units to encourage children to become independent and gain safe access to their resources. Equipment and activities are attractively presented to help children learn to respect and look after their resources. Children are able to look through a colourful folder that contains photographs of equipment and play provision that is stored in the cupboard. This enhances opportunities for children to access all the equipment available. A good level of supervision is maintained by staff to support and guide the children during their play. The overall environment throughout the nursery is stimulating, bright, cheerful and child orientated. Bright, colourful and attractive posters are situated appropriately where children can see them and children's creative work is well displayed to give them a sense of achievement and pride in their own work. The good outside play area is well-planned with safety in mind.

Children are very well protected. Their welfare is safeguarded and promoted through current policies and procedures. Staff have a very good understanding of their role in child protection and comprehensive procedures are in place and implemented effectively. Concerns are dealt with in a sensitive and confidential manner. There is a procedure in place to clearly show the steps to take in the event of any allegations made against a member of staff.

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

The provision is outstanding.

Children are very happy, contented and secure throughout the nursery. They confidently access the stimulating and challenging range of activities and are forming secure relationships with staff and other children. Staff have an excellent understanding of the 'Birth to three matters' framework and this has a positive effect on the younger children's enjoyment and achievements. Staff have gained a secure knowledge about what children can learn. Planning for 'Birth to three matters' clearly reflects all areas and children's progress is well documented and shared with parents. Children exhibit wonder and fascination at activities and are eager to participate. For example, children enjoy experimenting with texture and colour. Cornflower was mixed with paint for children to make tracks in connection with the topic vehicles. Children become very excited as staff pour in different colour paints that change the colour and texture.. Staff are skilled at extending this activity as more children become interested. Children receive lots of attention and have strong relationships with key staff which increases their sense of well-being and contentment. Younger children show good concentration and skills when joining in with activities. They thoroughly enjoy rolling a wheelbarrow over the wobbly bridge to feed the toy elephants with sprouts and rolling it back again. The children explore confidently and have first hand experiences to develop curiosity as learners because of imaginative planning and topics.

Excellent use of the garden gives children wonderful opportunities to use tools for digging, scrapping and building in the sandy soil. Children find mini beasts to study, look at fallen leaves with interest and plant and tend bulbs, flowers and vegetables. Children use their senses and imaginations to create their own work and to communicate their feelings. Excellent art and craft materials and natural products such as wood, wool, buttons, feathers and sponges give them superb opportunities to explore, investigate and discover a range of materials. Children of all ages and abilities use a range of creative materials such as painting and collage to create individual pieces of work which are displayed attractively throughout the nursery. Through the meaningful praise and encouragement of staff children are developing a sense of well-being and self-esteem. They exhibit high levels of confidence and this has been achieved by the consistent support and direction of staff. For example, soft music is played into the room to remind the children of tidy-up time. The children finish what they are doing and very quietly begin to tidy away. When they finish they make a neat and orderly line. Children benefit greatly from mixed age teaching and learning and the excellent potential of learning from each other to raise self-esteem and confidence. Older children act as role models as they help the younger ones share and care for each other and help with their language and play skills.

### Nursery Education

The learning environment for communication, language and literacy is outstanding. Extensive labelling and the excellent use of visual symbols enables children to identify objects by picture and word and helps children link letters to sounds. Children recognise that print carries meaning. They practise writing and mark making in play as they use pencils and paper in the 'office'. Language skills are fully extended by adults as they engage children in conversation, ask open ended questions and encourage listening skills. The wonderful book corner contains a quality range of literature. For example, information books give children a wealth of knowledge and some are linked to topics and festivals. Children enjoy writing letters and inviting their grandparents to join them for a session at nursery. They bake cakes in preparation for the visit, help make tea and share stories and play. Staff are skilled at extending the range of activities which support the children's learning and enable them to make progress. Children have a wonderful sense of belonging as they form secure friendship groups and seek out friends to play with. Children share and play cooperatively together. For example, they help each other with the mechanism that works the conveyor belt on the toy farm. Children are polite and considerate. For example, they take turns on the climbing frame and the balance beam bridge. Children participate in many planned activities that encourage matching, sorting, size, shape and simple problem solving skills. For example, they count the number of children at snack time and work out if there are enough sandwiches for all of them. They have excellent opportunities to count as they join in with songs. Children count confidently numbers one up to 10 and back down again. Numbers are reinforced in lots of play situations. Children have a growing concept of volume, size and shape as they weigh and sort vegetables and test speed using cardboard tubes and ramps. Children discover the world around them by investigating natural objects. They handle shells, conkers, feathers, leaves and wood and use them creatively in collage pictures. Children's imagination is stimulated as they investigate science. They make parachutes using feathers, learn how ice melts and how water is carried up through a plant stem. They study mini beasts and make 'nests' for them using natural materials. Children find out about and identify features of living things. They study the fallen leaves for signs of decay and ask questions about changes as they look at the dead tomato plants in the garden. Children move with confidence around the play areas negotiating obstacles and manage equipment with ease. Their physical development is enhanced by the range of varied outdoor and indoor equipment available to develop their climbing and balancing skills. Children are very keen to try new skills and enthusiastically join in with a 'journey' across the apparatus. They follow

directional arrows as they go around the circuit and complete a map of their journey that shows the position of equipment and the start and finish points. Children gain a sensitive understanding of different cultures and beliefs through a fabulous range of topics, resources and discussions that take place. The children celebrate festivals such as Harvest. They bring gifts and learn to appreciate the wonderful variety of food we have, they share songs and stories with parents and use the money raised to buy gifts such as fruit trees and animals for a community project in Africa. Children also help to raise money for beehives in Africa, send Christmas box gifts to Eastern Europe and collect pennies for Unicef.

Children's progress and achievements are clearly linked to the stepping stones. Staff find out about children's interests, skills and needs and build on this information to help children achieve as much as they can. Detailed assessments of the children's learning is effective. They show what the children are learning and what they need to learn next. Parents are actively involved. The setting organises assessments so that they are meaningful and relevant to the children. Considerable information is collected from parents when children start at the nursery. A home visit gives parents opportunities to describe aspects of the children's care and learning from their point of view and gives staff a very good starting point from which to plan. The assessments give clear and concise evidence of the children's progress and achievements and are used to inform future planning. Each child has an attractive and detailed folder containing varied examples of their work, staff observations and comments linked to the stepping stones. Records give a thorough picture of progress. Well-being and involvement levels are assessed over three terms to clearly identify confident learners and those that still need additional support or are settling in. Assessment records are given to parents when children leave the setting.

The quality of teaching and learning is outstanding. Staff enrich the experiences for all children with well-planned activities and resources. Staff are excellent communicators with the children, they know the children well and give attention to each child. Staff's enthusiasm and high motivation encourages children to join in and take part. Consistent staff impacts on children's confidence and security. Staff know when to step back and let the children take over an activity, creating a realistic balance between adult-led and child-initiated play. Staff are successful at motivating children to capture their interest and arouse their curiosity. For example, the garden provides a wealth of learning through the seasons, as children plant vegetables in the spring, look after them through the summer and harvest them in the autumn. They learn about natural cycles of life as they observe the plants dying down in the winter. Staff extend this by visits to allotments to see varieties of flowers, fruit and vegetables. Staff take time to explain to the children what is expected of them and are very positive and patient role models. They encourage children to try things for themselves and support them well as they aspire to do so. Small groups work very well to maintain children's interest and increase their concentration and language skills. Staff encourage children to ask questions and do as much as they can for themselves. For example, children tidy up with very little supervision or direction from staff. Children are rewarded with praise and positive language for their efforts. Children's education is greatly enhanced by qualified and experienced teaching staff which impacts directly on their successful accomplishments and the delivery of a sound educational programme. Planning is very detailed, easy to follow and covers all areas of learning comprehensively. This gives a clear picture of the aims and objectives of each activity and the learning intention. Activity planning clearly shows the activity, the main learning intentions, key vocabulary to introduce, resources, how the activity can be adapted for individual children and excellent evaluation. Staff are enthusiastic, patient and caring and this impacts greatly on the children's enjoyment and learning.

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

The provision is outstanding.

Children have access to an extensive range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. Children take part in a range of activities of both familiar and unfamiliar festivals and celebrations. For example, Christmas, Easter and Chinese New Year. Children gain knowledge and experience of different customs by participating in a range of activities. For example, working together creating a large dragon for Chinese New Year and enjoying a Chinese snack. The children have good opportunities to develop an understanding of diversity because the staff introduce them to different people in their local neighbourhood and to the wider multicultural society. For example, the parents of children from Russian and Dutch origin come in and share their customs and traditional stories. Staff have positive attitudes and present themselves as sensitive role models. This helps children relate to others and gain a secure understanding of the needs of others. For example, the staff make considerable efforts to support children as they learn about each other. Positive images and resources are visible within the play areas, and are used to inform inclusive practice and to promote open minds. Multicultural resources are extensive and available to the children. Children's spiritual, moral, social and cultural development is fostered extremely well. Children are valued and respected as individuals and all their needs are well documented and implemented. Children thrive in their environment where they are engaged and nurtured free from any type of stereotyping. Staff are clearly committed to supporting each and every child and promote a truly inclusive environment where every child matters. Detailed pre-registration forms gain full information from parents about each child in order to fully meet their needs.

The children are well settled and happy in the caring environment. They have a sense of belonging and are involved in what is going on around them. Children are confident in their surroundings and with both the staff and their peers. They benefit from the calm and supportive approach from the staff and learn right from wrong through careful explanation and consistency. Continuous praise and support helps children develop strong self-esteem and confidence. Children behave very well and play together harmoniously, take turns and share. The staff are calm and consistent with the children. All children have a good understanding of the boundaries within the nursery and respond to direction from adults in a positive fashion. This impacts clearly on their security and confidence as they know what is expected of them. Highly effective behaviour management defuses situations and distracts and engages children in worthwhile activities. For example, children are busy, occupied and interested in the activities. Staff have high expectations for all children and are excellent role models.

The partnership with parents and carers is outstanding. This contributes significantly to the children's sense of belonging, security and well-being. Parents play an active role in their children's care and a two way sharing of information is encouraged with the use of good quality written and verbal information about children's care and learning. Staff are available to talk to parents about children's enjoyment of the activities. Staff take time to get to know the children and parents well. Right from the start, they find out about their likes and dislikes, what they can do and their individual routines and this is an ongoing process. The staff conduct home visits and new children have flexible nursery visits before they start. This helps children feel happy and comfortable in the setting and develops a sense of trust in the adults that care for them. Parents are given extensive information about the curriculum planning and this is enhanced by well displayed photographs of children playing and learning and attractive displays of their art and craft work. Parents are fully informed about topics and themes and how their children will be involved. There are excellent opportunities for parents to add comments and give suggestions about their children's enjoyment of the activities. The children's achievement

folders are always available to parents and they are able to add their own comments for staff. Parents are invited to regular parent evenings and have opportunities to discuss their children's care and education with the key worker daily. Their involvement impacts greatly on the children's good health, safety, care and learning. Staff are approachable, friendly and caring, helping parents feel secure and at ease, confident with the care provided for their child. Parents have significant information about the 'Birth to three matters' format and how the nursery implements this. Extensive information about the Foundation Stage and curriculum is available to them so they gain an understanding about how their child will make progress and how this can be supported at home. Clearly detailed plans are displayed so parents gain a further insight into the type of activities their children take part in. Parents have access to an excellent and fully comprehensive range of policies and procedures. A good brochure gives parents information about the nursery and contains detailed information about the setting, activities and planning. Regular questionnaires for parents ensure that partnership with parents is very successful and children are given the best care. Glowing compliments and praise are given with the highest regard for the supervisor and the staff. Children are happy and settled in a wonderful environment with enthusiastic and caring staff. They work extremely hard to ensure that every child is valued as an individual and a very special person.

## **Organisation**

The organisation is outstanding.

Leadership and management is outstanding. Children's care is greatly enhanced by the quality of organisation. The nursery supervisor continually extends her knowledge through training and provides a thorough training programme for staff. The manager is responsible for all aspects of the nursery which includes ratios and deployment of staff, the operational plan and staff training and qualifications. She is very well supported by the deputy supervisor to ensure that standards are consistently high and policies and procedures are in line with current legislation. All staff have a secure knowledge of the National Standards. This is further enhanced with their knowledge of the 'Birth to three matters' framework. High regard for the well-being of the children, adult support and extremely well-planned activities, contribute to children's enjoyment and achievements. The supervisor, deputy and staff work closely together and have built a stable, positive and highly motivated staff team. An inclusive environment has been created which clearly shows that each child matters and the management have a clear vision for the future development of the nursery.

The nursery is very well-organised with both indoor and outdoor space effectively arranged to maximise the play opportunities for children. This leads to an extensive, imaginative and safe environment the children can enjoy. Excellent use of low-level storage units in all rooms enables children to develop independence and contribute to the safe organisation of their own environment. Children are able to take part in this organisation by helping to tidy away items used in the appropriate marked boxes and shelves.

Highly effective organisation of all records and documents ensures children's welfare. Staff are committed to the continuous evaluation and improvement of their practice. They regularly monitor and improve the quality of their care through comprehensive evaluations and staff meetings. All complaints are logged and procedures are carried through meticulously. The leadership and management team have a robust and rigorous system in place to ensure the children are cared for by staff with appropriate qualifications and experience and an effective induction and assessment system is an integral part of this process. The overall team spirit and morale is excellent with the high level of support provided by the management team.

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

### **Improvements since the last inspection**

At the last inspection the nursery was asked to ensure that the arrival and departure times of staff and children are recorded and maintain confidentiality with regard to children's medication records. A register is in place that records the arrival and departure times of staff and children and medication records are kept securely in a locked filing cabinet in the office.

### **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. 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)