

# St Bernards Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	109747
<b>Inspection date</b>	09 January 2008
<b>Inspector</b>	Lynne Elizabeth Lewington
<b>Setting Address</b>	Oakridge Methodist Church, Vivian Road, Basingstoke, Hampshire, RG21 5QB
<b>Telephone number</b>	01256 465274
<b>E-mail</b>	
<b>Registered person</b>	Carolyn Sloan
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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 Bernard's Nursery opened in 1974 and moved to its current premises in 1998. It operates from Oakridge Church in the town of Basingstoke. The nursery have access to three rooms and a large fully enclosed outdoor area. The nursery serves a wide geographical area.

The setting is registered to care for a maximum of 32 children aged between two and five years of age. There are currently 62 children on roll. This includes 34 funded three and four year olds. Children attend a variety of sessions a week. The nursery supports children with special needs. There are children attending who speak English as an additional language.

The nursery opens five days a week, 51 weeks of the year. Sessions are from 08:30 to 17:30.

Ten staff members are employed to work with the children and a cook is employed. All staff members have Early Years qualifications to National Vocational Qualification level three. The setting receives support from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's emotional and physical health is promoted very well in this caring environment. They enjoy daily physical activities both indoors and out enabling them to develop their senses, co-ordination and balance well. Children use pencils, paint brushes, and undertake threading activities; they use scissors and other tools developing their hand and eye co-ordination competently.

Children learn good routines to promote their health, regularly visiting the toilet and washing and drying their hands independently. Staff talk to the children about why it is important to wash their hands before food and after messy activities and toileting, encouraging the children to develop their understanding. However, the toileting and hygiene routines in the under three year olds room do not sufficiently prevent the spread of germs as staff do not wear gloves or aprons as they change nappies.

Very good care is taken to ensure children's health and dietary needs are fully understood in order that appropriate care is offered at all times. Staff have undertaken additional training in order to deal with specific health problems such as the use of an epi-pen. The majority of staff hold paediatric first aid qualifications and well equipped first aid boxes are available to deal with any accidents which may occur.

Children eat well as they enjoy a varied menu of freshly cooked nutritious meals cooked for them on the premises. They enjoy snacks of fruit and drinks of milk or water which they can independently help themselves to. Water is available at all times and staff remind children to have a drink throughout the sessions to prevent dehydration. Meals are social occasions where the children sit to the table and enjoy the company of their peers and the adults. Planned activities encourage children to develop their awareness of where foods come from, and why certain foods are good for them.

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

The provision is good.

Good care is taken to promote the children's safety. For example, the premises are maintained securely preventing unwanted visitors. The doors are alarmed and so children cannot leave the rooms without staffs knowledge. Regular fire practices ensure that staff and children can evacuate the premises swiftly if necessary. Children learn about safe behaviour and many remind others of safe behaviour such as not climbing on the furniture or running indoors. High staff to child ratio on outings ensures that children are supervised closely at all times. Appropriate systems are in place for the collection of children to ensure they leave with known adults. Children's welfare is further safeguarded by the staff's sound awareness of the signs and symptoms of abuse and the actions they would take if concerned about a child in their care. The clear policies inform and support the staff in their role of safeguarding children.

The pre-school children enjoy a spacious play environment where they freely move between their interesting activities. However, the younger children do not enjoy such a spacious environment for their play due to the equipment used in the room and consequently they frequently bump into each other or fall. Staff work hard to minimise the inconvenience of not having easy access to toilets and washbasins within the play environment, by frequently taking

children to the toilets. The setting is well equipped with attractive well maintained resources suitable for the ages of children cared for.

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

The provision is good.

Children are very happy and confident in this caring environment where they seek and receive reassuring cuddles from the staff. Staff make the children feel very welcome as they greet them individually on arrival. Children independently make choices in their play moving between the many interesting activities, developing their skills with enthusiasm. The regular routines help to increase the children's feeling of security in the environment as they sit together to talk about the weather, enjoy their meals and help tidy away their toys.

Whilst the younger children enjoy a good range of activities the limited space available and the frequent need for adults to take children to the bathroom impacts on the children's enjoyment of their play opportunities.

### **Nursery Education**

The quality of teaching and learning is good. Children enjoy a wide variety of activities which encourage their development in all areas of learning. Staff listen and respond to the children in an excellent manner encouraging them to develop their interests and skills by asking questions and sharing information. The children are confident and relaxed enabling them to enjoy what the nursery has to offer.

Children enjoy good opportunities for discussing and sharing ideas. For example they sit with an adult to talk about their winter experiences; they write and draw about their experiences, creating simple winter poems and pictures. Children enjoy excellent opportunities to use writing materials for a variety of purposes as they have easy free access to writing materials. Attractive books are available however they are not displayed effectively to encourage the children's use or support their learning consistently around the nursery.

Children show developing awareness of numbers, quantity, shape and position, throughout their play in the nursery. For example, they use shapes to make patterns recognising the differing shapes and sizes as they select the pieces and position them to make patterns. Adults encourage the children to count frequently in their everyday activities increasing the children's awareness of quantity.

Children take turns to be helpers, building their independence, self esteem and confidence as they take on simple responsibilities. They are encouraged to share, take turns and show consideration for others in all that they do. Children talk about their families and recent events, showing increasing awareness of their relationship with others.

Children demonstrate increasing competence and awareness of the computer as they use the mouse and make selections. They investigate the world around them for example, by talking about the weather and investigating ice. They undertake simple experiments with the ice watching it melt and talking about why this has happened.

Children enjoy good opportunities to develop their creative skills as they independently paint at the easel and undertake planned craft activities. They sing action songs enthusiastically, and learn how to use musical instruments skilfully. Children are contributing to the long term attractiveness of the setting by making decorative concrete slabs for their garden.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They experience very good opportunities to develop their awareness of the community around them as they go on many outings in the local environment. For example, they visit the local elderly people's home, the museum and local shops enjoying the opportunity to experience public transport. Children's pride and interest in their local community is further supported by visits from the community wardens who talk to the children about their work. Parents are encouraged to share their knowledge and skills in the setting to support the children's learning, for example on cultural topics. Staff learn words in children's native languages to encourage their participation and understanding whilst encouraging them to learn English. Good care is taken to ensure that children's individual needs are sensitively identified and further advice and support sought if required to ensure all children's development is encouraged appropriately.

The nursery has a busy but calm atmosphere where children behave very well. The staff set a good example to the children talking quietly and calmly to the children and each other; consequently the children's behaviour is good. They learn to share, take turns, use good manners and consider the effect of their actions on others. Staff praise and encourage children frequently encouraging positive behaviour and building self esteem.

Partnership with parents is outstanding. Staff work exceptionally hard to develop good relationships with parents. All parents and children are greeted warmly as they arrive by the staff. A parent's notice board and table provides valuable information about the children's daily activities, policies and information to support children's learning and development. This includes song sheets, dough recipes and information about behaviour management. Informal meetings with key workers enable information about development and progress to be shared. Knowledge and skills are shared for example a grandparent is helping children decorate items which will be included in the garden. Parents speak very positively about the setting. They feel they are kept very well informed of their child's progress and the activities they undertake each day. They also value the friendly supportive staff team who make their children so welcome.

## **Organisation**

The organisation is good.

Leadership and management are good. The management team are enthusiastic and show a realistic awareness of their strengths and weaknesses, clearly indicating how they intend to make improvements to the service offered. They are active members in the nursery participating in all the activities with the staff and children. The manager encourages staff to undertake training to further develop their knowledge and skills for the benefit of the young children in their care.

The manager ensures good care is taken to promote children's health and safety at all times. Space and resources are used well both indoors and out. However, whilst generally the care of the under three's is good the room is small and not ideally placed to meet the toileting and hygiene needs of young children. Children experience very good opportunities to develop the skills to make a positive contribution to society and exceptional care is taken to build positive relationships with parents.

All the required documentation is maintained to meet regulatory requirements and provide a clear record of the service offered. The setting meets the needs of the range of children who attend the setting.

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

At the last inspection improvements were required to documentation, support and training for staff regarding behaviour management, making the outside environment safe for children, storing of information and sharing it with parents, monitoring of all aspects of the provision to ensure they are effective. Positive steps have been taken in each of these areas to improve the provision for the benefit of the children. All required documentation is in place and provides clear information for both parents and staff. The outside environment is safe for children and clear plans are in place for further improvements, information is stored confidentially and available for parents on request. Ongoing evaluation and discussion with staff enables the management to ensure the provision is effective.

### **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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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 the under three year olds have sufficient space for their play and staffing levels are always met
- improve hygiene routines for the under three year olds

#### **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):

- improve display and use of books to encourage and support the children's learning
- ensure regular assessment of development is recorded and the next steps in learning are identified consistently

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)