

# St. Peters Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	105732
<b>Inspection date</b>	23 November 2007
<b>Inspector</b>	Arda Halls
<b>Setting Address</b>	59A Portobello Road, London, W11 3DB
<b>Telephone number</b>	020 7243 2617
<b>E-mail</b>	
<b>Registered person</b>	St Peter's Nursery
<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. Peter's Nursery is run by the management committee of St. Peter's Church. It opened in 1991 and was registered with Ofsted in 2001. The nursery operates from two main play rooms in the church hall located in the Notting Hill area of the Royal Borough of Kensington and Chelsea. A maximum of 32 children may attend the nursery at any one time. The nursery is open four days a week from 9:15 to 16:00 except Fridays, when it is open from 9:15 to 12:15, for 41 weeks of the year. There is no outdoor play area but children are regularly taken to local gardens to play. The nursery is a registered charity run by a management committee responsible to the parochial church council.

There are currently 42 children aged from 2 years to under 5 years on roll. Of these 27 children receive funding for nursery education. Children come from the local and wider community. The nursery currently supports a number of children with disabilities and also supports 16 children who speak English as an additional language. The nursery employs 11 staff, 10 of which work directly with children. Seven staff including the manager hold appropriate early years qualifications. Two staff are unqualified and one member of staff is working towards a qualification.

The nursery receives support from the Local Authority. The teaching method used is children learning through play.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is well promoted, because the nursery takes positive steps to promote their health, for example children are encouraged to wash their hands as part of the daily routine before making fruit salad. However, children are not always encouraged to wash their hands with soap and water. Most members of staff have up to date qualifications in first aid and are knowledgeable about what to do in case of an accident. A thorough policy for sick children is in place and staff have precise lists of children's allergies posted strategically in each room of the nursery. Children are learning about healthy eating through books that are easily accessible, through projects and through talking about their bodies. Children are enthusiastic as they talk about what makes their hearts beat faster and they enjoy action songs that focus on different parts of their bodies.

Children are making good progress in their physical development, because they get regular exercise, for example when they visit the gardens where they run and jump, climb and slide, swing and dance about excitedly. Children experience digging on a mechanical child sized digger, they are enchanted by this activity. They run through the grass and circle around the trees with great delight. They examine the spider's web and squeal with excitement as they follow the squirrel's trail through the trees.

Hot meals are not prepared for children as they bring packed lunches from home. Healthy lunches are laid out on the table in advance of the children returning from the garden and children know the order in which they must eat which ensures that their main course is eaten before any fruits or yoghurts are brought out. Children are understanding of any food allergies and know they must not have certain fruits or nuts in their lunch to help keep one another safe. Children pour their own drinks at snack time and throughout the day if they want a drink of water. They have a good choice of different milks and water at lunch time. Staff sit with the children while they are eating which helps children relax and makes lunch time a social occasion.

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

The provision is satisfactory.

The premises are warm, welcoming and secure which helps keep children safe. Children independently visit the toilet as they wish. However, children are not afforded privacy within the toilets and the door between the toilets and the entrance to the nursery is not closed when the toilet is in use. This means children are not fully safeguarded.

The safety gate between the office and the nursery is not secure. In the meantime staff are vigilant to ensure children do not access this area. Children walk to the garden square most days. Staff assess the space where children will play in order to keep them safe. Children listen carefully to staff who explain if some of the outdoor equipment is too wet to use on occasion. Walking to and from the gardens presents some hazards when crossing roads, however, children are good listeners and very co-operative as staff organise the children to hold hands and walk safely as they cross the road.

There is ample furniture for children to rest, eat and play comfortably. Resources are age appropriate, clean and well maintained which keeps children safe. Children can easily access resources independently as they are at the children's level. Children are able to move around freely, and constantly make choices of what they would like to do.

Children are protected from harm as staff make frequent risk assessments. Children are encouraged to walk, not run, to pick up toys to prevent tripping and to sweep up sand or wipe up spillages to prevent slipping. Children are made aware of what to do if they are lost, they are taught their surnames and are aware of the number to call if there was an emergency. A thorough outings policy is in place to ensure visits further a field are conducted safely. Children are aware of the importance of staying with adults, wearing seat belts when travelling in a vehicle and how to recognise the adults who are in charge when they are on an outing.

Staff have sufficient understanding of the local safeguarding children procedure and know what to do if there is a concern about the safety and wellbeing of children. Parents are made aware of the procedure as they are invited to view policies and procedures at any time. Staff have attended recent training in safeguarding children and understand the importance of the children's welfare being paramount.

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

The provision is good.

Children aged under three years who attend the nursery primarily in the afternoon are well looked after. They have good ratios of care which enables children to have frequent opportunities to talk with adults. They play freely choosing what is of most interest to them. They manipulate trains up and down the tracks, arrange toy animals on a farm mat and they discuss the different animals in great detail. Staff are patient with the children who need some words repeating such as 'racing car'. Children act out different roles as they play at ironing in the home corner and prepare food for the dolls. They are particularly interested in watching the movement of the toy washing machine and enjoy their time in the home corner immensely. Children learn about caring for their hair at the hairdressing table. They have a good selection of props which they examine endlessly and they spend considerable time looking at themselves in the mirror. Their play is well organised and children have effective opportunities to learn new words as they play. They dance up and down with excitement as they pretend to wash and brush the teacher's hair.

#### **Nursery Education:**

Children of all ages join together first thing in the morning for a time of welcome and praise. Children who wish to be in the children's band congregate naturally in a row at the front of the room. This number varies from day to day and children are self-motivated and self-assured that they can play most musical instruments in the room. Their music is often accompanied by members of the community that play the flute and the piano. The singing is exuberant and the adults and children together make a joyous and exciting sound. They practise the songs for the Christmas season as this is a Christian nursery. They listen to well-narrated stories about angels during which time there is a great hush over the nursery. They enjoy this time and they call out the answers to questions posed about the story in a quiet manner. Staff work cooperatively with each other to ensure the large story book is held at a level for all of the children to easily see. The story is well thought out resulting in the children calling out in unison that 'boys can be angels too'.

Children's learning is well promoted and supported by committed and knowledgeable staff. Children sit at tables threading different shapes on long colourful strings. They enjoy this one to one attention and they sit for long periods of time as the activity is interesting to them.

Children are very confident to express their needs, to talk about their aches and pains and to talk about their families freely. They enter the nursery with confidence and they separate from their families with ease. They are quick to ask for a kiss as they say good bye to their parents and then settle smoothly into the day's routines. It is evident that children want to learn, they are enthusiastic as they play and they demonstrate great curiosity as they play games on the mat. They are learning a new game of finding an object with the same letter as their name. They are good at waiting and taking turns as learning the game takes longer than expected. When the activity finishes, they show their appreciation by using the 'thumbs up' sign.

Children are developing good self help skills as they experiment with different building toys during the day. They are quick to show off their work. Many children put on their own coats and manage zipper and velcro fastenings with precision. They help tidy up the room when asked as they respect the nursery rules. Children are learning an appreciation of other languages and proudly announce that 'Bob the Builder speaks German'. Children enjoy the staff's naïve attempts at reading in French. They are learning about their own Christian beliefs and beliefs of other people. There is a good range of resources to promote positive images of culture, religion, gender and disability.

Children's communication, language and literacy is well promoted. Staff constantly speak with the children and put their needs first when children ask questions. Children listen well and participate wholeheartedly in stories. They sit in a circle and read cards that are held up for them. They know that hippo starts with 'h' and they know the proper word is hippopotamus. They have a good understanding of the beginning of words and they sit consistently as the teaching of words takes place. They are reminded of good sitting with a 'good sitting' card. Children who find it difficult to match their name with a letter have the exercise adapted to suit their needs. This is good child centred learning enabling the children to successfully complete the exercise. Children are beginning to write recognisable letters and words as they label their own drawings. Children bring in books from home and are invited to listen to stories read by parents. Children have good access to writing materials such as pencils, papers, crayons and chalk. Letters are displayed around the room on furniture, drawings and walls which helps children understand the meaning of words.

Children are learning about simple numbers, shapes and colours. They understand the concept of time as they time one another when playing with favourite toys to ensure they have a turn with the toys. They know that the egg timer is quicker than the mechanical timer and choose to use it when they are impatient for their turn.

Children have good opportunities for exploring and experimenting as they play in the sand. They talk about the consistency of the sand as they roll the tractors back and forth. They scrape and rake the sand and have plenty of opportunities to discuss how the sand feels. Children's play is extended as a large floor-size collage is made by children using chubby water soluble markers. A road plan is drawn by the children which inspires them to drive their diggers and tractors back and forth.

Children enjoy playing at visiting an optometrist's shop. They try on different glasses hesitantly at first and study themselves in the mirror. Children find out about their own families by

examining photographs of each other and by having regular visits by families for the praise and welcome time which is part of the nursery routine.

They enjoy playing a range of creative activities such as making cards with honeycomb paper. They are excited as they decide what they will make next as they admire one another's work and discuss the Christmas garlands that they have hung up to dry. Children are learning many things such as how glue holds things together, how to make three dimensional artwork and how to co-operate with each other so everyone has a chance to make a card. Above all the children are learning about how to share and celebrate their Christmas festival.

The quality of the teaching and learning is good. Several staff have knowledge of the foundation stage of learning. New staff are beginning their training in this area. Activities are planned according to the early learning goals and staff are supported by management and by the early years advisory team to help plan suitable activities. Staff observe and record what children do although parents are not fully informed of the Foundation Stage of learning and therefore are not always involved in the next steps of their children's learning. Assessment methods are not sufficiently developed to ensure that the next steps for learning are identified. However, the managers of the nursery are actively cascading down the Foundation Stage training to staff and helping staff to develop their observational skills. New systems have been implemented to ensure staff supervision includes discussions on observations and evaluation of children's profiles.

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

The provision is good.

Children and parents have a good sense of belonging as staff warmly welcome parents and children into the nursery. Staff acknowledge individual needs of the children, for example by careful monitoring of new children to the group to ensure that they settle at their own pace. The nursery is based on strong Christian belief. Spiritual, moral, social and cultural development is fostered. Children are aware of other cultures through resources, displays and topic work, such as foods from other cultures. Children are becoming familiar with the wider community as they take walks through the local market. An exciting display of photographs recalls visits in the community as well as visits by members of the community to the nursery. Children dress up in the uniforms of people who help us such as police as well as ethnic costumes as they act out different roles. Children experience visits into the community in small groups as they take outings to the local park.

Children with learning difficulties and disabilities are welcome in the nursery as staff have a positive attitude towards making all children welcome. The nursery works together with parents and other relevant parties to organise the environment and plan activities to ensure all children take part at a level appropriate to their needs. Copies of the 'Special Educational Needs Code of Practice' are readily available throughout the nursery. Close links with parents and carers ensure optimum understanding of the needs of the children and encourage the benefits of collaborative working.

Staff encourage positive behaviour, this is reinforced with the strong Christian ethos, through discussion and in practice. For example, the story about angels leads to a discussion about being kind, and at circle time staff remind children to listen to others. Some children on occasions become over excited and squabble over a toy. Children are quickly distracted and encouraged to say thank you as children give up the toys for others to have a turn. Children act kindly to

one another and some children are quick to make visitors to the nursery feel welcome which adds greatly to the overall welcoming and inclusive atmosphere in the nursery.

Partnership with parents and carers who receive nursery education is good. Children are cared for by staff who work with parents to meet individual children's needs and ensure they are familiar with what is happening in the setting. The handbook and welcome pack for parents contains information relating to the setting and includes details about the areas of learning. Staff are consistently available for daily chats with parents and there are opportunities each term for discussion on their children's progress. Staff welcome the assistance from parents in the nursery and a rota for garden visits is well organised. The nursery has recently sent out the autumn newsletter which informs parents they may contact their children's key worker at any time. Parents' feedback at the inspection is positive. Parents comment on how happy their children are and how caring the nursery staff are towards them and their children. Parents also comment on how their children look forward to staying all day and having lunch at the nursery. One parent remarks that one of her children carries an empty lunch box in anticipation of staying to lunch. A recent parent survey identifies the need for parents to receive more information about the educational programme.

## **Organisation**

The organisation is good.

The manager and deputy have been working with a 'new team' during this past year. They recognise the nursery's strengths and weaknesses and are working within a good framework to constantly improve the organisation. Constraints impact on the nursery, for example the office is presently located in the kitchen and has somewhat restricted space for storage of files as well as meeting space for confidential matters. The manager, however is committed to improving the nursery and ensuring that the National Standards for day care are met. She has already extended the range of resources for the benefit of the children. She demonstrates the skills needed to organise an effective nursery and is successfully identifying areas for improvement, such as staff training needs.

The manager works closely with the committee in the recruitment of staff. Secure vetting and recruitment processes ensure that children are well protected and cared for by staff with knowledge and understanding of child development. An effective appraisal system, to evaluate staff development, is currently being planned.

Most aspects of the organisation of the nursery are effective and the children are consistently challenged. Staff take precise measures to keep children safe and secure whilst at the nursery, both indoors and out. The staff team work together to use the available space for the children's benefit, and the leadership team are aware of the restrictions of the premises, such as the bathroom which impacts on children's privacy.

Policies and procedures are in place and work in practice. Records relating to children's care are in place, for example the register and the accident book include all required information. The provider meets the needs of the range of children for whom it provides. The leadership and management of the setting is good. The manager leads and manages the nursery team in accordance with the policies and procedures and with the ethos of the nursery to ensure that the National Standards are met.

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

At the last inspection, the provider agreed to meet any recommendations made by the Fire Safety Officer, for example to ensure there were no locked doors on the fire escape route, no gaps in banisters upstairs and that fire extinguishers conformed to BS EN standards and were checked to the frequency specified by the manufacturer. These recommendations have been done which helps keep children safe.

At the last inspection, the provider agreed to comply with all conditions of registration including submitting to a vetting procedure which has been fully implemented helping to safeguard children.

### **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.

## **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 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):

- make children's toilets safe to ensure privacy is regarded
- develop appropriate hand washing procedure

#### **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 the systems of communication with the parents of the funded children. Ensure they are informed of the foundation stage of learning and involved in the next steps of their children's learning

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)