

St. Mary's Nursery

Inspection report for early years provision

Unique Reference Number	127605
Inspection date	28 November 2007
Inspector	Clare Stone
Setting Address	Western Avenue, Ashford, Kent, TN23 1ND
Telephone number	01233 641503
E-mail	sally.ford@btconnect.com
Registered person	St Marys Nursery
Type of inspection	Integrated
Type of care	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.

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. Mary's Nursery opened in 1994, with the current manager being in post from November, 2007.

It operates from a purpose-built building on the same site as St. Mary's Church of England Primary school, consisting of an entrance area, cloakroom, two play areas and an office. There is a play area outside which is hard standing.

There are currently 50 children aged from three to five years on roll. At the present time 38 children are receiving nursery education funding. Children attend for a variety of sessions. The setting currently supports three children with English as an additional language. At present there are no children with learning difficulties.

The group opens five days a week during school term time only. Sessions are from 09:00 to 12:00, or 13:00 to 15:00. Funded children attend 12:30 to 15:00 if they attend an afternoon session. Children have the opportunity to stay 09:00 to 15:00 at parents' request.

Four staff work directly with the children. There are three staff who have early years qualifications and one member of staff who is working towards a qualification in the child care field. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All children benefit from daily access to a large outdoor area. Children enjoy a good range of well-planned activities that keep them healthy and extend their physical skills. They move around playing with bikes, pushchairs and have an area to experiment with sand and water. They show good co-ordination when jumping, throwing and balancing. When children are learning new skills staff are around to give support and guidance.

Children receive nutritious snacks such as fruit, raw vegetables and cheese. This helps children to learn about healthy eating habits. Children bring in packed lunches and the nursery store these appropriately to ensure the children do not become ill. The children also have visits from a dentist to help them understand how to keep their teeth healthy through regular brushing and avoiding sugary food. This again impacts on the healthy eating options the nursery promote.

Good routines prevent the risk of cross infection and teach children the importance of good personal hygiene. Children are able to visit the toilet on their own and can help themselves to a drink if they are thirsty. This encourages children's independence and self help skills. Three staff hold current first aid certificates so they are able to administer first aid in the event of an accident.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happily and settle well. Staff put out good quality toys and resources that interest and stimulate the children. There are lots of beautiful displays of children's work and bright posters make the environment welcoming for the children and parents. This shows the children that staff value their work and gives them a sense of belonging.

Children can move around freely and good supervision ensures their safety within the setting. Children have easy access to resources and equipment appropriate for their age. They are well labelled and younger children can reach toys if they wish to change what they are playing with.

The security of the setting is good and there are effective procedures for the arrival and departure of the children. Daily written risk assessments are carried out indoors and outdoors. This means that children can play, learn and explore without the risk of becoming injured. Staff have a good knowledge of child protection procedures and are aware of their role and responsibility to protect the children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enthusiastic and enjoy their time at nursery. They can choose from an extensive range of resources which keeps them busy and engrossed. Toys and resources are easily accessible for the children to self select which meets their needs and interests. All the children

play happily together and are confident to attempt new challenges with excitement and interest. Children are supported by staff who know them well and as a result the staff are able to move them on at a pace which is suitable to them.

Nursery Education

The quality of teaching and learning is good. Staff have a very good understanding of how children develop and learn. They plan a range of activities based on real life situations that help children progress in all areas of learning. Staff use appropriate behaviour management strategies and children respond well. They make their expectations of behaviour clear and give reasons for these requests. This ensures children understand why certain behaviour is not acceptable. Staff are good role models and demonstrate a positive attitude towards learning and are polite to each other and the children which teaches children how to behave. Staff make regular observations and record achievements in children's profiles. This helps the staff plan for each child to ensure their learning and developmental needs are met. Staff identify the next steps for each child and ensure that appropriate activities or one to one work is included in the programme for the following week/topic. This ensures children are moved on in their learning at a good pace with individual talents being maximised.

Children are skilful communicators and enjoy large group activities such as singing songs and sharing their own experiences. They have a good understanding that marks have meanings and are learning to write their name and point out letters that are familiar. They enjoy looking at books and staff take time to read and ask children questions to extend their thoughts. Children understand the concept of simple addition and subtraction as maths is used in all situations around the nursery. They are beginning to recognise the properties of simple shapes and patterns. Staff and children use appropriate mathematical language during free play. Children use a range of tools and equipment to explore their surroundings. They have use of tape recorders and calculators. Children also have access to a computer. However, this is not being utilised. Children learn about different cultures and beliefs through well planned topic work such as houses and homes, other countries and religious festivals. Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences. Children also have access to musical instruments which they can take outside and do singing and dancing. Children at the nursery are independent, they see to their personal needs such as dressing and undressing. They are also developing good relationships with their peers and adults and understand the need to take turns when playing together. Children are making good progress in all areas of development.

Helping children make a positive contribution

The provision is good.

Nursery staff know the children well and respect children's individuality. Children have the opportunity to learn about themselves and the world they live in through planned and spontaneous activities. The children learn about the wider community due to a very good range of multi cultural toys and equipment. This helps ensure that children's spiritual, moral, social and cultural development is being fostered.

There are good systems in place to support children with learning difficulties and the staff are keen to use signing with all children to ensure that inclusion is a priority. Staff welcome any support from outside agencies and work in partnership with parents to provide good quality care.

Children benefit from lots of praise and encouragement and from some basic ground rules which are consistently applied. There is a policy in place which is clear to all staff on how to deal with any issues relating to behaviour. Children are very well behaved as they are kept busy and enjoy their time at nursery.

The partnership with parents and carers is good. Parents confirm how happy and pleased they are with their children's progress at the nursery. This helps to contribute to the children's well-being. Parents receive an informative pack about the child care service provided. There is a parents' board and this is full of information that is useful and newsletters remind parents of upcoming events. Parents contribute to an initial assessment of their child to ensure staff have a good knowledge of individual needs and achievements. Parents are aware of the Foundation Stage curriculum and know that they can access their children's records at anytime.

Organisation

The organisation is good.

Leadership and management is good. The children benefit from qualified and experienced staff. The recruitment and induction procedure is very good and all staff have current police checks. Most paperwork and documentation directly relating to the children's health, safety and well-being is in place. However, the complaints procedure needs updating to reflect Ofsted's current address and telephone number. Staff are aware of confidentiality and store their records accordingly.

The premises and staff deployment are well organised to ensure that children gain fully from all activities. The available space is laid out to provide stimulating play opportunities for children. Children are settled and confident in this purpose built, child-friendly environment.

Staff work well as a team and clear communication and guidance allows them to provide a well balanced programme. There are regular appraisals that identify training needs and staff are encouraged and supported to enrol on relevant courses. Staff are aware of their role and responsibilities within the setting and seek support if needed.

The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

At the last inspection the following recommendations were made:-

- 1) Devise and write a short-term risk assessment and ensure the fire drill is recorded to ensure it is effective. There are risk assessments in place and these are recorded and well maintained. The fire drill is in place and recorded.
- 2) Ensure all policies are updated and amended to contain all relevant information regarding the National Standards. All policies are updated and contain information regarding the National Standards.
- 3) Implement a formal time to share children's assessment records with the parents. This is now in place.

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 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 complaints procedure is up to date

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 regular access to information technology

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