

# St John's Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY348202
<b>Inspection date</b>	07 April 2008
<b>Inspector</b>	Linda Tomkins

<b>Setting Address</b>	St. Johns Church Hall, St John's Church, Hednesford Road, Heath Hayes, CANNOCK, Staffordshire, WS12 3DZ
<b>Telephone number</b>	01543 450 740
<b>E-mail</b>	helholly@yahoo.com
<b>Registered person</b>	St John's Nursery-Heath Hayes (2006) Limited
<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 John's Nursery opened in 1968 and operates from two rooms within St John's Church Hall in Heath Hayes, Cannock, Staffordshire. A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 15.00 during school term times. All children share access to a secure outdoor play area.

There are currently 81 children aged from two to four years on roll. Of these, 35 children receive funding for early education. Children come from the local area. The nursery supports children with learning difficulties and/or disabilities and also currently supports children who speak English as an additional language.

The nursery employs seven members of staff. Of these, five hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are learning the importance of personal hygiene through planned routines, procedures and topics. For example, children are taught to know that they have to wash their hands before food and after using the toilet. Staff constantly remind children of routines saying 'flush the toilet and wash your hands'. Staff follow effective procedures such as routinely cleaning the tables with antibacterial spray before food and practising the clear procedures for managing sick and infectious children to prevent the spread of infection. All medication doses are clearly recorded and the record signed by parents. Accidents and incidents are recorded on individual sheets and signed by parents.

Children benefit from a healthy diet as they have a variety of snack food prepared in the clean well-organised kitchen. For example, toast, apples, bread and butter, bananas and grapes. Fresh drinking water is available to the children throughout the day and jugs and cups are at low level to enable children to help themselves. Children have a choice of water or milk to drink at lunch and snack times. All dietary and health requirements are recorded on children's individual record forms. The bathroom and nappy changing area is well maintained and supplied with soap, paper towels, aprons and disposable gloves. This helps to ensure children remain healthy.

The outside play area is accessed from the hall and provides children with regular opportunities for physical exercise at least twice a day. The children use climbing and activity equipment, hoops and balls which ensure the development of their physical skills.

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

The provision is good.

Children use a range of safe, developmentally-appropriate resources in the indoor areas. These are presented by staff to enable children to choose from the varied range stored at low level. Staff consistently explain safe practices to the children such as forming a line and walking to the bathroom and the outside area. Children are cared for in an organised environment where risks are limited through effective procedures and risk assessments. Fire fighting equipment is well maintained, and regularly checked and tested. All children practise fire drills and emergency evacuation procedures which means they will be safe in an emergency situation. Parents provide written permission for children to be taken to and from the local school by staff wearing reflective jackets. However, the record of visitors' attendance is not always signed by visitors to the nursery consequently an accurate record is not maintained.

The outside play area is secure and accessed from the hall. It provides children with exciting, safe spaces to run, use wheeled toys and climb. Premises checks are undertaken regularly to maintain the safety and security of the premises. The entrance door is locked and children are collected by identified nominated people and there are clear policies and procedures for lost or uncollected children.

Children are protected by staff who have a sound understanding of child protection issues and follow the correct procedures to record existing injuries and record concerns. The policy has clear direction regarding the reporting of concerns and staff have up-to-date contact numbers to enable them to seek advice and discuss concerns.

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

The provision is good.

Children are settled and relaxed in the nursery's welcoming and caring environment. They have positive relationships with staff and each other. Children are developing a sense of humour as they sing, dance and clap hands to songs such as 'The wheels on the bus'. Staff encourage them to develop their communication skills as they play with each child individually and initiate conversations about the recent snow fall and building snowmen in their gardens. Children said 'his head fell off'. Children have free access to resources and periods of free play when they choose to select dolls, pushchairs, play dough, art activities and the home corner.

The nursery makes effective use of the 'Birth to three matters' framework to plan and provide a range of stimulating and appropriate activities for children under three years. The children's development of language is particularly well promoted by staff through constant conversation, questions and individual attention. Staff sit with children to talk about their toys and books and prompt them to listen and interact to stories such as 'Five minutes peace'. Children are developing knowledge about the wider world as they make collages and discuss themes such as 'People who help us'.

The daily timetables are flexible and allow regular periods of time outside in the play area. During large group times the older children in the nursery are extended and stimulated with more demanding tasks suitable to their age and stage. However, during these times the younger children become restless and wander away from the group which tends to disrupt some parts of the session.

### **Early Education**

The quality of teaching and learning is good. The staff team have developed their knowledge and understanding of the Foundation Stage and plan and provide a varied range of activities under each area of learning. The learning intention, resources required and methods of delivery are clearly recorded and relate to the stepping stones and early learning goals so that all aspects are covered. Staff have developed their practice of making observations on the children's progress and record this throughout the week in their individual development files. These are used to show children's attitude to learning and provide a complete picture of achievements, progress over time and the next steps for learning. This enables staff to make accurate achievement reports to parents.

Staff use effective methods to maintain the children's interest by asking understandable questions such as 'how many pieces of toast do you want? Lets count them' and explaining the purpose of adult-led activities. Plans are flexible and allow staff to spend the majority of their time working directly with the children and ensuring each child is individually welcomed and settled to a chosen activity. When the children are grouped together at registration time all older children are effectively challenged to extend their intellectual development as staff allow time for children to think and respond.

The evaluation of activities and teaching methods are well-developed to show the learning intention, impact of planned activities and daily routines on the children and used to inform future planning. Children are clear about the purpose of planned activities because staff explain and show children how to use resources. For example, when making their cotton wool lamb pictures. Children frequently join in with their own ideas and home experiences. Development is good in all six areas of learning and particularly in the areas of communication, language and

literacy because staff frequently engage the children in one-to-one conversations and encourage children to express themselves in a variety of ways.

Behaviour is very well-managed by consistent methods. For example, children are encouraged to understand the behaviour boundaries and respond to staff directions promptly and praise each other's achievements. Special helpers are chosen each day, they proudly wear their badges and help with specific tasks such as serving the toast. This results in a secure, well-ordered, caring environment for children.

Children take pleasure in behaving well and respond positively when selected to be a helper. They are happy and confident to try new activities and speak in a familiar group. They show a sense of belonging and are motivated to learn. Children remember to say 'please' and 'thank you' and put up their hands to take turns to speak when in a large group. They are developing their personal independence by managing their own clothes and personal hygiene in the bathroom. However, children are not encouraged to pour their own drinks to develop further.

Children have well-developed skills to speak clearly and express their opinions. For example, when discussing different types of people who help society when in a large group. Children trace over letters and make recognisable letter marks on their drawings and various types of paper. They confidently identify labels of their names and resources on their pegs and attempt to spell their names phonetically. Children select books for pleasure and listen avidly to their story, 'Tidy Titch'. They tell each other stories and take home library books to share with their families.

Children use varied materials to create collages of different textures and materials such as tissue, cotton wool and coloured card. They experience everyday technology as they use computers, 'real' telephones and look at photographs on the moving picture display. Children use the camera to take pictures of each other during free play, they pose, make comical faces and say 'cheese'. They learn about other cultures and customs such as Chinese New Year and taste noodles and prawn crackers. Children listen to stories, look at posters, displays and books representing other cultures and children from around the world. They widen their understanding of the wider world and community as they have visits from the police, fire service and a librarian. However, the outside area is still under development and, at present children do not have frequent experience of living things and natural materials.

Children are developing a clear understanding and using numbers in daily routines such as counting the number of sea-life figures into a dish and calculating 'how many more' chairs are needed at the table for lunch. Children experience weighing and measuring as they play in the sand and water trays. They demonstrate a good understanding of shape and size as they identify shapes such as triangle, square and rectangle on resources. Children use language to describe and compare size, for example, long and short.

Children use small tools such as scissors, rolling-pins, paint brushes, scissors and spatulas with increasing control. They use large physical equipment in the outside area to travel around, under, over and through balancing and climbing equipment to develop their physical skills throughout the day. Children are developing their understanding of the importance of staying healthy as they are encouraged to wash their hands after using the bathroom and before snack time. Children learn about healthy eating and exercise in their themes and topics.

Children express themselves through creative activities and role play. They make collages and models from recycled boxes, card, paint and glue. They use play dough to model and shape, and

say 'that's a sausage for my tea'. Children move rhythmically and use descriptive gestures whilst singing 'Heads and shoulders'. Children identify shades and colours as they draw and paint and play imaginatively with cars and clean in the play house with brushes and dustpans.

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

The provision is good.

Children have close relationships with the staff and each other. Their confidence and self-esteem are developed by staff who greet children with a warm welcome and consistent encouragement during their play throughout the day. Children are valued and respected as individuals because staff ensure they are aware of their likes and dislikes. Resources positively represent the children who attend, as well as individuals from the wider community. For example, books 'All kinds of people' and welcome notices in world languages with pictures of children from around the world. Children celebrated Divali by making play dough models with candles.

Children behave well, take turns and share. Staff encourage the children to help tidy the toys away and teach the children how to return toys to the correct container. Children are enthusiastic and take a pride in helping and staff reward them with verbal praise and stickers. Children are praised by staff who frequently say 'thank you for sitting quietly', 'good boy' and 'good girl'. Unacceptable behaviour is managed with distraction and a clear explanation of the difference between right and wrong.

The nursery has various visitors from the surrounding community to increase children's knowledge of the wider world and to raise awareness of diversity in their community and develop a positive attitude to others. Children are aware of various feelings and are developing a sense of humour, they are frequently cuddled and sit close to staff during quiet times. Children's spiritual, moral, social and cultural development is fostered.

The nursery has good access and operates on ground floor level. Currently, there are no children with learning difficulties and/or disabilities attending but designated staff members have formulated a system to provide appropriate support and ensure the policies and procedures promote inclusion for all children. Staff work closely with fellow professionals and carers to support children who speak English as an additional language.

All children benefit from the positive partnership staff have developed with parents and carers. The individual routines and preferences are discussed and recorded which means that staff are aware of all the children's care needs. Parents are provided with verbal reports each day on their children's physical care and achievements throughout the day. There is a complaints policy and procedure with the contact details of the regulator.

The partnership with parents and carers of children in receipt of early education is good. They are made aware of how the nursery operates in a detailed prospectus. They are informed of topics and operational changes verbally, in regular newsletters and on notice boards. In addition, parents and carers are provided with a written achievement report each term. Parents attend coffee mornings, complete feedback questionnaires and help to provide resources.

### **Organisation**

The organisation is good.

The leadership and management of early education is good. The staff team regularly attend cluster meetings and training on the Foundation Stage and continue to enhance their knowledge

of the stepping stones and the early learning goals with advice and guidance from the local authority. They are confident and have established their own methods of recording and evaluating children's progress. The manager monitors staff practice and staff have regular team meetings to share and discuss teaching methods, further develop their expertise and understanding of planning and how children learn. Children in receipt of funding for early education are steadily achieving and progressing because the teaching methods are effective.

Children in the nursery are provided with resources and furniture from high quality specialist nursery equipment suppliers. The management and staff team work hard to welcome children and families to the nursery and are dedicated to providing good, high quality care for the children.

The nursery has good recruitment methods to ensure staff are appropriately checked, vetted and qualified. The registered person is developing procedures to ensure there is an efficient system in place to ensure the continued suitability of staff to care for children.

The staff team work well together and are continually striving to perfect appropriate policies, procedures and practice to keep children healthy and safeguard their welfare. There are clear systems in place for recording accidents and medication. Staff and children's attendance records clearly show the actual arrival and departure times.

Documentation is well-maintained, mostly up to date and under review to reflect the progressive improvement of the operational practice. The staff team work well together to plan and provide children with exciting innovative experiences to enhance their development and progress. 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.

### **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):

- ensure the record of visitors is maintained at all times
- review the grouping of children to ensure younger children remain involved, interested and enjoy their play.

### **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):

- increase opportunities for children to use natural materials and identify features of living things
- review and implement the procedures at meal and snack times for children to further develop their personal independence skills.

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)