

Sunflowers@StAnne's

Inspection report for early years provision

Unique Reference Number	EY364866
Inspection date	21 May 2008
Inspector	Sue Anslow
Setting Address	St. Annes Catholic Primary School, Wellington Road, Nantwich Cheshire, CW5 7DA
Telephone number	01270 623333
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Registered person	The Governing Body of St Anne's Catholic Primary School
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Sunflowers@St Anne's is run by the governing body of St Anne's Catholic Primary School in Nantwich. It opened in 2007 and operates from two rooms in a designated mobile building in the grounds of the school. The out of school club currently operates from the main hall within the school. A maximum of 25 children may attend the nursery at any one time and a maximum of 25 may attend the out of school club at any one time. The nursery is open each week day from 08.00 to 18.00, approximately 51 weeks of the year. The out of school club is open from 08.00 to 09.00 and from 15.00 to 18.00 each weekday during term time and from 08.00 to 18.00 each weekday during school holidays. Nursery children enjoy their own safely enclosed outdoor play area and the out of school club children use the school playground and surrounding field.

There are currently 41 children aged from eighteen months to five years on roll at the nursery. Of these, 30 receive funding for early education. The out of school club is registered for children aged four years old upwards. Nursery places are open to the general public but places in the out of school club are strictly for children's attending St Annes school. The nursery currently supports children with learning difficulties.

There are eight members of staff working with the children in the nursery and the out of school club. Seven of these staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted and protected quite well due to staff's attention to cleanliness, hygiene and children's individual health care requirements. Nappies are changed regularly and surfaces cleaned with anti bacterial spray. Children follow good hygiene routines and signs and pictures in the bathroom remind them to wash their hands after using the toilet. Easily accessible dispensers for soap and towels allow children to practise their self-care skills. Most staff hold first aid and food hygiene certificates and accidents and illnesses are managed well and recorded correctly. Parents are kept informed of any infectious conditions currently in the nursery and asked to keep sick children at home, to protect the health of others in the nursery. Meals are served round the table but some snacks in the preschool room are passed round whilst children are sitting in a circle on the floor. This compromises good hygiene practice.

Children enjoy a range and variety of physical activities which contribute to a healthy lifestyle. They develop self-confidence in their physical skills as they use a wide range of indoor and outdoor toys and equipment. Children benefit from good access to physical play opportunities and all children enjoy music and movement, which is routinely included in the weeks activities. Games and activities organised by the staff, support children's physical dexterity and their hand-eye coordination. For example, using different sizes and shapes of construction sets and puzzles, handling scissors, paint brushes and glue spreaders and climbing steps up to the climbing frames and slide. Children attending the out of school club enjoy plenty of play space in the school playground and large hall, for sports activities and team games. Children can rest or sleep according to their individual needs and in accordance with parent's wishes. Healthy lifestyles are promoted through good nutritious food served throughout the day. The well planned and rotated menus provide wholesome, tasty meals and snacks which are freshly cooked on the premises each day. Fresh fruit and vegetables are served daily and individual dietary requirements are catered for, in consultation with parents. All food is served with drinks of water or milk and the children have access to drinks throughout the day, ensuring they never get thirsty. Healthy menus of appropriate meals and snacks are also provided for children attending the out of school club, ensuring their nutritional needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children feel welcome and settle quickly in the bright, attractively decorated nursery. Warm and well maintained playrooms provide children with a safe and suitable environment, together with easy access to safely enclosed outside play areas. Children feel a sense of belonging as they are greeted warmly by staff who take time to talk to parents and settle children happily into the group. Good organisation of well maintained toys and play equipment means that children can move around safely and freely, helping themselves to available resources from tables, boxes and shelves at their height. Good use is made of safe, natural play materials, such as sand, water, play dough and cardboard boxes. These serve to enhance children's play experiences, giving them opportunities to handle different textures.

Children are kept safe and secure in the nursery because staff follow comprehensive health and safety policies and routines. Risk assessments are carried out on the premises and equipment regularly and the checking of electrical appliances and fire fighting equipment is shared with the school. Children are taught how to keep themselves safe through daily routines and reminders, such as not running indoors and sitting properly on the chairs. Emergency evacuation procedures are displayed around the nursery. However, procedures have not been practised often enough with the children in the nursery or the out of school club, for them to become familiar with the process. Doors are kept locked during the day and only known adults are allowed to collect children, thus ensuring the children's safety and security at all times. Children's welfare is well protected by staff who have a sound knowledge of child protection procedures. The manager has attended relevant training courses, however, the nursery policy does not currently follow local authority guidelines, which compromises children's safety in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Toddlers enjoy a range of activities designed for their particular age group. They are becoming familiar with books and stories and are beginning to identify colours, shapes and numbers through daily routines and structured activities. Children's creative development is promoted extremely well through a variety of media experiences, such as painting with brushes and fingers, rolling and cutting dough and filling and emptying containers with sand or water. Children's social skills are developing well as their listening and speaking skills are encouraged and staff use appropriate questions and comments to encourage learning. For example, 'How many pieces of cake have you got all together' and 'that's the little one now can you find the big one'. Activities promoting physical dexterity and self discovery feature strongly with this age group. Children thoroughly enjoy outdoor play as they learn to climb the steps on the slide or pedal the bicycles round the garden. They are learning to manoeuvre the computer mouse around the screen and delight in finding the numbered discs hidden in the sand. Staff use the 'Birth to three matters' framework in their planning and assessment of children's progress and wall displays around the room inform parents how and what the children are learning.

Nursery Education

The quality of teaching and learning is good. Children make good progress in all areas of their development, enjoying a range of different activities each week which incorporate all six areas of learning. Children are generally well behaved, kind and respectful towards each other, as they share and take turns at the different activity tables. Staff support children with praise and encouragement for their efforts and achievements, asking questions and making comments which enhance children's ability to think and predict. For example, 'What noises can you hear outside' and 'What does the rice sound like when it drops on the tray'. Independence and responsibility is encouraged as children put on their coats for outdoor play, collect the cups after snack time or manage the soap dispensers in the bathroom. A comfortable book corner invites children to relax and enjoy looking at books and pictures or listen to stories read by staff. Regular circle times each day provide opportunities for children to express themselves with confidence and discuss events of the day. Children are able to practise mark making and writing as they copy letters in their work books and they are beginning to match sounds and letters as they follow the 'Jolly Phonics' method of teaching. Toy boxes are clearly labelled, children's names are written above their coat pegs and wall displays are accompanied by written descriptions.

A variety of resources and activities encourage children's understanding of number and number operations. Children are able to count the number of children present in the room and work out how many currant buns are left when one is taken away. Number recognition is promoted through the displays around the room and they are learning about shape and measure from height charts and baking activities. Children are beginning to develop an understanding of the world around them as they celebrate festivals, discuss the weather and the seasons and tend to the seeds they have planted. The home corner is used every day as children exercise their imaginations playing house, shop or café. Children have access to remote controlled toys and a computer, which supports their learning about technology. Staff organise and present a range of creative activities and resources enabling children to produce interesting and individual pieces of art and craft work. Junk modelling is a particular favourite and children thoroughly enjoy dressing up as astronauts to play in the 'rocket' they made out of cardboard boxes. A wide variety of different materials and textures, such as wood and metal are used by the children to enhance their imaginative and creative development. Regular use of musical instruments, singing and dancing is included in the weekly activity plans, enhancing children's freedom of expression and physical dexterity. They are currently practising an action song to sing for parents at the end of term concert.

Staff plan activities for the children throughout the year, incorporating all aspects of the Foundation Stage curriculum. They observe and monitor the children's work and progress, ensuring a range of new skills are learnt and practised. Observations are recorded and entered into the children's profiles, alongside photographs, in order to track each child's progress and development. These profiles are also used by staff, to inform the next steps in the children's planned learning. Activities are evaluated on a regular basis for their interest, challenge and enjoyment value for the children. Each day is planned to provide a balance of active and quiet activities, both indoors and outside, in a variety of groupings.

The out of school club for children attending St Annes school provides a familiar and safe environment for older children to relax outside school hours. Children enjoy lots of sporting activities and team games, making full use of the school playground. Indoors in the school hall, they choose for themselves whatever activities they feel like participating in, from construction sets, small world toys, board games or the wide range of craft activities. Children enjoy all the benefits of having a mixed age group in their own club and discuss and plan activities all together.

Helping children make a positive contribution

The provision is good.

Children are learning about inclusion and differences are celebrated. They have positive experiences which help them to develop a responsible attitude to culture and disability and activities are planned which cover all aspects of children's learning about equality. Festivals are celebrated and children enjoy making Chinese dragons and tasting food from around the world. Children learn about nature through discussions about seasons and the weather and they thoroughly enjoy watching caterpillars grow and change into butterflies. Individual needs are respected and staff work closely with parents and outside agencies to ensure children feel at home when they join the nursery and are able to join in with all the activities. Any special requirements are discussed between all parties to ensure consistent management of care and routine.

Positive behaviour and respect for others is promoted well in the nursery, with staff praising and encouraging achievements, kindness and helpfulness. Children are generally well behaved

and polite as they share toys and materials, hand round food at snack times and help each other with computer games. They are developing personal independence when using the bathroom, putting on their coats or collecting the cups after snack. Children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents and carers is good. Daily verbal handovers ensure that continuity of care is maintained and parents of younger children receive a written daily account of their child's routine and all the various activities they have participated in during the day. New families receive an information pack about the nursery and regular newsletters and notices keep them informed about events and activities, inviting them to get involved as much as possible. Brief outlines of the nursery's policies and procedures are contained in the brochure along with contracts and relevant consent forms. Detailed information about the 'Birth to three matters' framework and the Foundation Stage curriculum is contained in the many attractive wall displays. Plans of activities in each room help parents understand about the areas of learning their children will be covering during their time in the nursery. Parents' wishes are respected and staff take the time to talk with each parent about their child's day. Records of children's interests, personalities and preferences are not kept, however, which hinders staff's knowledge of each child's starting point, when it comes to planning appropriate activities. Parents spoken to at the inspection are very pleased with the care their children receive and the friendly, informative staff.

Organisation

The organisation is good.

Children's care is enhanced by the motivation and commitment of nursery staff. All except one member of staff hold early years qualifications and all staff update their knowledge and skills regularly by undertaking further courses and workshops. Recruitment and induction procedures are sound and staff meet together regularly to discuss and plan for the children's enjoyment and achievement. The small staff team work well together, which makes the children's transition between rooms a happy and positive step. Children settle well in this warm, welcoming, learning environment and their health, safety and progress is managed well through the mostly accurate and regular record keeping. Registers of attendance are kept up to date although staff do not always remember to sign in, which compromises an accurate account of attendance in an emergency.

Leadership and management of the educational provision is good. Children benefit from being supported by a qualified and experienced manager who works alongside the staff team to develop the quality of service. There is commitment to good practice and an understanding of learning outcomes for children. Close liaison with teachers in St Annes school ensures a smooth transition into the school environment and children thoroughly enjoy attending occasional assemblies, concerts and sports days. Overall, the provision meets the needs of the range of the children for whom it provides.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- improve hygiene standards at snack time
- increase the regularity of evacuation procedures, both in the nursery and the out of school club, to ensure every child is familiar with the process
- amend the child protection policy in line with local authority safeguarding procedures
- ensure staff record their attendance every day.

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):

- obtain written information about a child's family, culture, interests and preferences, in order to inform staff when planning appropriate activities.

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