

# St Mary's Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY365814
<b>Inspection date</b>	08 July 2008
<b>Inspector</b>	Tracey Marie Boland
<b>Setting Address</b>	365 Bell Green Road, COVENTRY, CV6 7HD
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<b>Registered person</b>	Kawal Aujla
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

St Mary's Nursery opened in 2004 and changed ownership in 2007. It operates from a converted detached house in the Bell Green area of Coventry. The nursery is open each week day from 8:00 until 18:00 all year round. All children share access to an enclosed outdoor play area. The setting is registered to receive a maximum of 40 children at any one time. There are currently 52 children from six months to five years on roll. This includes 18 funded three- and four-year-olds. Children attend for a variety of sessions. The setting has systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. 12 staff are employed, 10, including the manager hold appropriate early years qualifications. There is one apprentice and one unqualified member of staff. The setting receives support from the local authority and the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted well through the consistent hygiene practises that take place each day. Children's understanding of the need to wash their hands after using the bathroom and to clean their teeth after meals is reinforced by staff through discussion and topics such as being healthy. Effective routines are followed by staff that prevent the spread of infection in all areas and information on notifiable diseases and exclusion periods is shared with parents. Most staff hold first aid certificates and staff respond to accidents well, ensuring the comfort of the children at all times. All have an excellent understanding of current first aid practice and have the children's best interest in mind. Children can relax as they need to and staff are extremely sensitive to the needs of the children if they become unwell. Children are able to rest on mattresses until they can be collected by their parents. Babies sleep well in a relaxing, quiet room which is monitored at all times to ensure their welfare, comfort and safety at all times.

Children enjoy a variety of nutritious snacks and meals that promote healthy eating. Breakfast and snacks are prepared by the staff and the main lunchtime meal is provided by external caterers. Menus are in place and ample foods are provided, which take account of dietary needs and preferences. Children independently access drinks of water which is available at all times and babies are provided with drinks in line with their routines and parents' wishes. Food and temperature records are in place to minimise the risk of cross-infection. All food is probed and temperatures recorded.

Children enjoy a variety of experiences which encourage physical play and develop their skills. They are able to climb on a small climbing frame, ride wheeled toys and play with balls. Children discuss the changes in their bodies after exercise and how to keep themselves fit and healthy.

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

The provision is satisfactory.

Children access a variety of toys and equipment that are suitable for their age and stage of development. They learn to keep themselves safe throughout the day as staff continually reinforce safety issues, such as, no running inside the nursery. Clear risk assessments are in place and reviewed for all areas of the provision and prior to trips taking place. Children's well-being is protected as most hazards have been identified and steps taken to minimise them, however, drawing pins are used in areas accessed by the children which poses a risk.

Clear security systems are in place on the main entrance door and parents and visitors are only able to gain access via a member of staff. Children are well protected in the event of a fire as safety procedures are in place and fire fighting equipment is checked annually. Staff also complete fire marshal training. A clearly written fire evacuation procedure is displayed, known by staff and practised with the children. Clear records are maintained and evaluated.

Children's welfare is well protected because staff have a good working knowledge and understanding of child protection issues and local procedures. They access training and are clear of their role and responsibility with regard to protecting children in their care. A written policy is in place, known by staff and available to parents. Clear procedures within the setting ensures that children are not left alone with unvetted adults.

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

The provision is satisfactory.

Children's progress and development is supported as staff plan appropriate activities linked to the 'Birth to three matters' framework. All children benefit from the consistent care of a key worker. Observations take place regularly which enables staff to plan to meet the individual needs of the children. Parents are kept informed of progress and achievements through the use of daily diaries and verbal feedback.

Children benefit from kind, caring staff, who spend time getting to know the children in their care. New children entering the group can have their parents stay with them as part of the settling-in procedure until they feel secure enough to stay on their own. Within the setting they are able to explore their environment freely choosing from a variety of age-appropriate activities. Children are encouraged to communicate within their group which encourages their confidence in expressing their likes and dislikes.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a clear understanding of the Foundation Stage and the six learning outcomes. Staff complete ongoing assessments and use this information effectively to support children in the daily activities and to plan for future activities. Parents are informed of the Foundation Stage of learning through displays, newsletters and parent consultations. Although children receive activities to support their learning, staff only gain some information from parents regarding their starting points, choosing to complete observations themselves initially, which minimises the information available to them for future planning.

Many of the children are confident speakers and staff encourage all children to be involved in group discussions during circle time, recalling what they have done at the weekend. During all activities the children talk to the staff about what they are doing and are confident in expressing their views, needs and opinions. The children enjoy listening to stories and books are freely available for them to read. The children are beginning to understand that print has meaning and are forming recognisable letters, some older more able children write their own names.

Opportunities for counting are provided during activities in the sessions such as at group time, through number rhymes and in spontaneous situations. They learn simple addition and subtraction, for example, counting the children present and taking away the number of boys and seeing how many girls are left. Children are encouraged to be independent, for example, putting on their coats for outdoor play, at mealtimes and when accessing the bathroom. Children enjoy music and movement activities when indoors and are able to use wheeled toys, balls and the play house when outdoors, however, this does not sufficiently encourage their physical development.

Children build together using large blocks, discussing what they are making as they play. Although there are a few minor squabbles, children are learning to negotiate and take turns. They thread various sized shapes onto a lace, showing good coordination and are methodical in their approach, sequencing the colours and identifying what they are. Through creative activities, children explore colour and different mediums. They use various small tools for dough and painting, water play and when digging in the garden. They use musical instruments, developing their understanding of the wider world and rhythm. Children complete puzzles of varying degrees and levels with staff support provided where needed.

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

The provision is satisfactory.

Staff have a clear understanding of the individual needs and preferences of the children who attend the setting. They take part in a variety of festival celebrations throughout the year and access a range of resources that reflect positive images of race, culture, gender and disability. Children learn about their community and the wider world through discussion and people working in their community who are invited in to talk to them, for example, the dentist. Children's spiritual, moral, social and cultural development is fostered. A policy is in place regarding learning difficulties and/or disabilities and children's individual needs are discussed with parents in detail. Any special requirements or information are discussed and consistent communication and information exchanges take place. Special needs of children are recognised and met sensitively.

Partnership with parents and carers is satisfactory. Daily communication ensures staff are informed of home routines and preferences which enables staff to meet children's individual needs. Written policies are available for parents to see and inform them. Children's feelings of security and belonging are developed through a gradual settling-in period that takes place. Parents regularly receive information through daily diaries, newsletters and parents evenings which ensure they are involved and informed about their child's progress.

A clear behaviour management policy is in place within the setting which outlines clear procedures such as valuing each child, focusing on positive behaviour and giving praise, encouragement and stickers as a reward. Strategies for dealing with unacceptable behaviour include discussion, distraction and where appropriate 'time away' with a member of staff. Although staff are aware of the procedures to follow they are not consistently applied when challenging behaviour is being displayed. This results in disruption and children not gaining the most out of the activities they are involved in. Manners are encouraged and children learn to share and take turns.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a bright, well-maintained environment and are greeted by staff as they enter the nursery. They enjoy a variety of experiences throughout the day and are clearly relaxed and confident in the routines of the day. Staff are deployed effectively throughout the day and work together to meet the needs of the children.

Thorough recruitment and selection procedures are in place and most of the staff hold an appropriate early years qualification. Training is seen as a valuable part of their ongoing development and the management is supportive of staff's needs. Clear procedures are followed to ensure children are not left unattended with unvetted adults. The manager supports and encourages staff in their work and arrangements are in place for cover at times of sickness. Clearly written policies and procedures are in place, available to parents and known by staff. Documentation is well maintained, up to date and stored securely. Staff understand the importance of working within the boundaries of confidentiality.

Leadership and management is satisfactory. The owner has a clear vision for the setting and strives to provide an environment where young children can have space and freedom, opportunities to enjoy themselves, try out new ideas and share friendships within a framework of controlled care and support. She provides support for staff and encourages honest

communication within the staff team, wishing staff to feel valued and well thought of. The owner has an understanding of the National Standards and her knowledge of the Foundation Stage of learning is developing. The manager and operations manager ensure the smooth running of the nursery, keeping the owner informed of needs and discussing any changes with her. Staff are able to access training as part of their ongoing development and room meetings take place. Support is also gained from other professionals such as the Area SENCO and early years. The setting has recently sent out questionnaires and are in the process of compiling the information to evaluate and will inform parents of their findings. 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**

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The quality and standards of the nursery education are satisfactory.

### **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):

- develop risk assessments to include the use of drawing pins
- develop clear and consistent methods for effectively implementing the behaviour management policy

#### **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):

- develop systems for obtaining information from parents about their child's starting points in learning
- develop opportunities for children to develop their physical skills outdoors.

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)