

# St Winifreds Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	404911
<b>Inspection date</b>	10/09/2008
<b>Inspector</b>	Jill Nugent
<b>Setting address</b>	Manor Road, Chigwell, Essex, IG7 5PS
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

St Winifred's Nursery was established in 1959. The present supervisor took over the group in 1999, having joined the staff team in 1990. The nursery operates from two rooms in a church hall in Chigwell. The building is easily accessible by means of a ramp and double doors. The provision is open from 09.15 until 12.15 every weekday during term time. There is a lunch club from 12.15 until 12.45 on two days a week.

A maximum of 26 children may attend the setting at any one time. There are currently 33 children on roll who are within the Early Years Foundation Stage. The provision is also registered by Ofsted on the childcare register. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs seven staff, all of whom hold relevant qualifications. Links have been set up with four primary schools and a cluster group of local providers.

## Overall effectiveness of the early years provision

Overall St Winifred's Nursery provides effectively for children in the Early Years Foundation Stage. Staff create a friendly and welcoming environment where all children are encouraged to achieve. The supervisor deploys her staff effectively through the implementation of rotas, enabling them to support and extend children in a variety of learning situations. She works closely with parents and other professionals in order to meet the individual needs of all children. There are good procedures in place to promote children's welfare although the systems for assessing risks are limited in scope. The supervisor is aware of the strengths and areas for improvement within the setting and involves staff in actively promoting the ongoing development of their practice.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the current systems for observing and assessing children's progress and linking this to the planning.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct risk assessments on premises and outings in order to minimise all risks to children.

30/09/2008

## The leadership and management of the early years provision

All the necessary policies and procedures are in place and an effective system of checks ensures that all staff are suitably qualified and vetted. The documentation is well-organised and the information about the setting is very clearly set out. The supervisor monitors and evaluates the nursery provision in discussion with staff. Their self-evaluation is effective in highlighting areas for development, enabling staff to work together towards continual improvement. Since the last inspection staff have attended several training courses and this has led to improvements in the range of activities on offer to children. Links with local primary schools, and a new children's centre, are being developed so as to improve the continuity of education for children when leaving nursery.

There are effective safeguarding procedures in place. All staff know what to do if they have any concerns. They supervise children closely and have strict procedures regarding the collection of children at the end of each session. Staff work very closely with parents and carers, for example, liaising with them to set up individual settling-in programmes for children. Staff involve parents in their children's learning through inviting them to cook with children and to share their cultural backgrounds. Parents complete an initial profile showing children's stage of development and receive detailed leaving reports. They particularly enjoy termly family lunches and this helps to promote a sense of community.

## **The quality and standards of the early years provision**

Staff provide a stimulating play environment which encourages children to become confident and independent learners. Children are making good progress towards the early learning goals. They explore freely and with much interest, playing independently and in groups, thereby developing good relationships with their peers. There is a wide choice of activities on offer and children learn to make decisions as they move around the hall. They particularly enjoy the opportunities to be creative using a variety of different materials, paints and glue. Children are aware of their boundaries within the setting and behave appropriately at all times. Staff support children well. They join in their play and interact to encourage children's thinking and communication. Older children are challenged effectively in their learning whilst taking part in the 'rising five' group activities. In this way they extend their skills in all areas.

Staff plan the educational programme to take into account individual children's needs, although their assessments of children's learning are not always sufficiently clear to enable a fully balanced approach across all learning areas. Children learn about the sounds and shapes of letters of the alphabet and use their knowledge confidently as they write words, often spontaneously, during activities. Staff reinforce children's learning through sharing books and guiding their early writing. Children concentrate well, for example, when completing jigsaw puzzles and constructing models. They are able to express their own ideas freely in different situations and this enables them to enjoy each learning experience to the full. When using resources such as keyboards and calculators in role play they become aware of the uses of information technology. Numerous daily opportunities to use small and large equipment help children to develop a wide range of physical skills.

Staff promote children's welfare well through encouraging an awareness of good hygiene and personal safety. Children enjoy a healthy snack each day and staff ensure that all dietary needs are met appropriately. Children learn to take care when using equipment such as scissors or the slide. They have good opportunities to use the outdoor area for a variety of activities, for example, experimenting with chalks and growing plants. On walks to the local garden centre and library they increase their knowledge and understanding of the environment. Staff carry out regular risk assessments of the premises although they do not risk assess changes on the premises or outings effectively so as to minimise all risks to children.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection that required the provider to take any action.

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.