

St. Martins Day Nursery

Inspection report for early years provision

Unique reference number	EY258082
Inspection date	12/03/2009
Inspector	June Rice
Setting address	Pontefract Road, Barnsley, South Yorkshire, S71 5PN
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Type of setting	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. Martins Day Nursery and After School Club opened in July 2003 and is privately run. It is situated in Lundwood, near Barnsley. Children have access to a fully enclosed outside play area and the premises are accessible to people with limited mobility. The nursery is open each weekday from 07.30 to 18.00 all year round except bank holidays.

The nursery is registered to care for a maximum of seventy children under five years. They also offer care to children aged over five years to eleven years. This provision is registered on both the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are eighty four children under five years on role. The nursery receives funding for two, three and four year olds, and supports children with English as an additional language. There are fourteen permanent staff members, all of whom hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All required policies and procedures are in place, they are inclusive and available for parents. The setting works well with parents and other providers of the Early Years Foundation Stage to ensure children's individual needs are met effectively, and most systems to enable children to continue to make good progress are effective. Both boys and girls are considered when planning activities, and systems in place satisfactorily support children with English as an additional language. Self evaluation gives those in charge a good understanding of the settings strengths and areas for improvement, and provides opportunities for parents and staff to be included.

What steps need to be taken to improve provision further?

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

- further develop systems to help identify children's starting points
- develop awareness of the needs of children learning English as an additional language, using their home language where appropriate, so that their developing use of English and other languages support each other.

The leadership and management of the early years provision

All records required for the safe and efficient management of the early years provision are in place, regularly reviewed, amended and dated. Self evaluation gives those in charge a good understanding of the settings strengths and areas for improvement. For example, they have improved work on problem solving, reasoning and numeracy and how staff carry out observations and make assessments. There are well established links with the local school, with staff

visiting both settings to help children with their transition from nursery to school. Additionally, links with schools and other outside agencies are nurtured in an effort to support children with English as an Additional Language. Good deployment of staff ensure ratio's are maintained effectively, and all staff have appropriate childcare qualifications. Children are safeguarded because staff clearly demonstrate through discussion that they know and understand child protection issues and the procedures to follow.

Parents receive information about the early years provision through newsletters, a prospectus and open days. They are informed about their children's progress on a daily basis and have access to their learning journey on request. Basic information is gathered about children's starting points but this tends to concentrate mainly on children's health and well-being, and gives little insight into their stage of development at the time of placement. Inclusive practice is promoted satisfactorily and generally reflects the wider world and most of the children's own communities.

The quality and standards of the early years provision

Children are helped to stay safe because staff implement robust procedures to ensure the environment, toys and equipment are safe for them to use. Children learn about keeping safe, and how to be healthy through their daily routines and activities. They enjoy visits from members of the public employed in professions such as police, ambulance and dental technicians. They benefit from freshly cooked dinners of meat and vegetables, sandwiches, fruit and regular drinks. Good health and well being is further promoted through steps taken to prevent the spread of infection. For example, children who are infectious are excluded to prevent others getting ill, and children are encouraged to wipe runny noses, and wash hands prior to eating and after using the toilet.

Children are very well behaved, friendly, and very confident. They welcome others with smiles and lots of chatter, and have established warm relationships with staff. Children are used to general day to day routines and the ethos of the setting which promotes continuous play. They are very open to staff joining them and respond well to their questions and interest shown. Children make positive contributions. For example, children dress themselves in outdoor clothing, select protective clothing for different activities, and help tidy away used cutlery and crockery. They invite younger children to join them and offer them an apron. Children benefit from being able to independently and safely access a good range of resources that are suitable for their ages and stages of development in an environment that integrates the six areas of learning. Children listen to stories and take an interest in the illustrations. They learn about their wider environment through the positive use of toys, equipment and activities that promote and introduce them to diversity. However, children's home language is not used effectively in helping their developing use of English.

Children enjoy learning in a variety of ways and themes are effectively planned. They draw, paint, read and watch short video's about people who help them. Eager to talk about their pictures they explain the 'lollipop lady helps me cross the road.' Staff ask children questions to prompt their recall of what they have been

learning about, and children make links to their personal experiences. For example, 'the doctor looked at my throat and made me better.' Children show interest in learning sounds and words. Young children smile happily as they listen and join in rhyming songs and older children join in a sound and word activity which encourages them to air draw letters and repeat sounds linked to simple words. Colours and numbers are skilfully introduced in this activity and aimed at individual children's abilities. Babies enjoy craft work and their pictures of straw blowing, hand prints and decorated shiny stars and plates are well displayed.

During water play children talk about fish that live 'under the sea,' boats that live on top, and the different sizes and patterns on the fish. They use mark making equipment confidently to make marks. Their physical development is supported as they play outside. They run up and down, climb ladders and enjoy going down the slides. They work out what parts of their bodies to use to crawl and climb through confined spaces and toddlers just finding their feet are given support to walk around. Inside babies enjoy independently exploring their environment and use equipment to walk and steady themselves, smiling as their confidence grows.

Children's starting points are assessed during their first few weeks. The information gathered at the beginning of the placement concentrates mainly on their health and well being which holds up the process of assessment in the early stages. Children's learning journey's are clear and well detailed. All staff carry out sensitive observations on children and clear links are made to the six areas of learning which are used effectively to plan for their next steps. Examples of children's work and photographs with simple narratives help parents understand what their children are achieving. Good communication between parents of children with English as an Additional Language help them to continue to make progress. However, in an otherwise label rich environment, there is a distinct lack of use of labels, signs or symbols in their home language. This prevents the environment from being fully enabling.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.

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.