

Nagle Nursery

Inspection report for early years provision

Unique reference number

EY310127

Inspection date

15/09/2008

Inspector

Ian Nelson

Setting address

St. Joseph RC Primary School, Chesterfield Road, Matlock,
Derbyshire, DE4 3FT

Telephone number

01629 583616

Email

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

Nagle Nursery opened in 1974 and re-registered in 2005. It is owned by Matlock St Joseph's Ltd, with day-to-day management delegated to the nursery staff. It is registered on the Early Years Register and both parts of the Childcare Register. The nursery operates from a playroom in St Joseph RC Primary School, Matlock and has appropriate access for those with disabilities. Children also have access to an enclosed outdoor play area and staff make use of the grounds of the attached convent and school. It serves the local area and surrounding villages. The setting may accommodate up to 20 children at any one time and operates five days a week from 08.45 until 15.15. It employs four full-time staff who have appropriate qualifications. The children range from two-and-a-half years to five years. Currently 33 children attend the nursery, of whom 21 receive funding for nursery education. The setting receives support from Derbyshire Local Authority.

Overall effectiveness of the early years provision

Staff at Nagle nursery know the children well because they check regularly how well they are doing and cooperate closely with their parents. The nursery provides a comfortable environment in which children feel safe and secure, so they settle quickly and enjoy their surroundings. This enables children to become absorbed in activities while also having space to relax by themselves when they wish to. Close liaison with the adjoining primary school helps to ease the transition into reception. The staff have tackled successfully the issues from the previous report, demonstrating their commitment to meeting the children's needs and their capacity for continuous improvement. They are thoroughly committed to their own ongoing development.

What steps need to be taken to improve provision further?

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

- build on and develop the individualised and personalised learning for each child
- ensure that development planning focuses on improving the outcomes for the children

The leadership and management of the early years provision

The strong emphasis on promoting children's safety means that all the required procedures and policies are securely in place ensuring they stay safe and secure. Checks are made on the suitability of all adults working with children and health and safety procedures are well established. By working closely with parents, staff are able to identify any children who may need extra help with their learning and/or behaviour. They also liaise with external agencies where appropriate. Staff have addressed the recommendation from the previous inspection and now

systematically note children's achievements on a regular basis and use this information to plan future activities to take their learning forward.

Nursery leaders ensure that all staff are involved in reviewing how well the nursery is doing and in planning future developments. These are starting to focus increasingly on the outcomes or benefits to the children of planned improvements. The close cooperation with the local authority's early childhood advisory service ensures that staff have a source of good advice when they need it. The nursery makes sure that all children, whatever their background or ability, are fully involved in all of the activities.

The quality and standards of the early years provision

Staff provide children with a range of activities that capture and hold their interest so that they make good progress in their learning and development. There is an appropriate balance between adult-led and child-chosen activities. For example, some children were helped to develop their skills with scissors and glue while others chose to build with the bricks or relax in the book corner by themselves. The strong focus on developing children's independence results in their growing confidence and willingness to help in the day-to-day running of the nursery. Children enjoy putting out the plates and beakers for snack and they willingly help to clear toys and resources away at the end of a session. Parents say how pleased they are with the nursery and how much their children love attending it. Staff give children access to a good range of resources and are careful to ensure that they are used safely and sensibly. They encourage children to develop the social skills they will need in later life like sharing and saying please and thank you. As a result the nursery is a happy and harmonious place where children get on very well together.

Staff have moved from planning activities for groups of children and have begun to look at individual children's needs and planning to meet them. They record where children are on the areas of learning and include notes and dates of particular achievements. This builds into a portfolio of evidence of each child's development through nursery which is presented to the parents for passing on to the child's school when they start. Parents talk with their child's key person when they drop children off or collect them, which ensures that staff know their children well.

The nursery has a very well-resourced outside area for the children to use although this is some distance from the nursery building so that children cannot have free access to it. The staff ensure that children are well supervised when they do access it and there is a smaller area immediately outside the nursery for children to use.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
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?	Good

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.