

# St Mary's Childcare

Inspection report for early years provision

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**Inspector** Sharon Greener

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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

Saint Mary's Childcare Centre opened in 1990. It operates from five playrooms, one of which is designated for use by the Out of School and Crèche groups. The setting is located within a two storey premises, situated on the Sunderland City Centre University campus. It is located in the heart of Sunderland City Centre. The setting is open each week day from 08.00 to 18.00 for 51 weeks a year. Out of School care is provided Monday to Friday from 08.00 to 18.00 during school holiday periods. Crèche facilities are provided Monday to Saturday, from 08.00 to 21.00 as required to meet the childcare needs of adults attending training courses.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 95 children at any one time. There are currently 73 children from seven weeks to under eight years on roll. Of these 18 children receive funding for early years education.

The setting employs 17 staff. All staff hold an appropriate Early Years qualification. Early Years professional status is held by one staff member.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children and parents are welcomed into a very supportive environment where inclusive practice and mutual co-operation is actively promoted. The manager and staff demonstrate a very positive attitude towards liaising with parents and other professionals to ensure children's individual needs are very well met. The quality of service, care and education provided is efficiently assessed and evaluated by staff and service users, and areas for further improvement are effectively identified. Very good methods of assessing children's individual abilities are in place and a broad range of age appropriate activities and learning experiences ensure children's learning and developmental progress is very good. The required documentation is in place and is very well maintained.

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

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

- consider how children in the toddler room could be provided with daily access to a wider selection of imaginative role play facilities and resources
- consider how outings for children under three years can be incorporated into the programme of activities provided on a more regular basis.

## The leadership and management of the early years provision

Good recruitment, vetting and induction procedures are in place and the ongoing suitability of staff is effectively monitored. Staff have a very good understanding of

policies and procedures which they implemented very well. In particular they have a clear understanding of the safeguarding children policy and procedure. Security is very well maintained and staff are vigilant regarding safety. Strict procedures for the collection of children are in place and students and visitors are very closely supervised. An internal telephone system, an audio door alarm and closed-circuit television are used to help maintain safety and security. Staff to child ratios are very well met. Staff are deployed effectively. They are motivated and enthusiastic and work very well together as a team. Staff benefit from annual appraisals, regular supervision sessions, full team meetings, group room meetings and the supportive ethos of the management. They have regular opportunities to access relevant training to further promote their skills and good practice. The required documentation is in place and is very well organised and presented. Recommendations raised following the previous inspection have been addressed. All staff are involved in the assessment of the service, care and education provided. Feedback is also obtained from parents via questionnaires and through the parent representative. The systems used identify clearly areas for development and improvement and action plans are collated. The setting shows a genuine commitment to the improvement of the service, care and education provided.

Staff establish good links with parents and other providers to ensure children's progression and continuity of learning. Staff have visited other nurseries; teaching staff have visited the setting and relevant information exchanged. Parents are given daily verbal feedback about children's activities, progress and events of the day. Pertinent written information is shared with them through the daily record sheets completed by staff. Parents are invited to attend review meetings to share information about their children's development. Staff produce written reports on children detailing their progress and development. Room journals are accessible to parents in each playroom and contain photographs and text about activities and events children have enjoyed. Newsletters, displays and notice boards are used effectively to share information with parents. They are actively encouraged to be involved in their child's learning. For example, by nurturing any particular interest their child may have in nursery by mirroring activities at home. Parents sometimes work with staff. For example, one parent recently led activities of a creative nature to celebrate Chinese New Year. Books are readily available for loan and parents are encouraged to borrow these to use at home with their children. This has a positive impact on children's learning.

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

Staff manage children's admission into the setting effectively. They work very well with parents to ensure that children's admission is tailored to meet each individual child's needs. Consequently, children settle very well and are happy and contented. Parents receive good quality information about the service provided and policies and procedures. There is a designated parents' representative who meets regularly with staff to discuss relevant matters, such as health and safety, fundraising and suggestions on possible improvements to the service. Staff have a very good understanding of the Early Years Foundation Stage. Upon admission to the setting, efficient systems are used by staff to establish the individual abilities and preferences of each child. Through this, staff are able to build a sound knowledge

of children's starting points. The regular and effective observation processes used by staff to monitor and record ongoing information regarding individual children abilities and needs enables staff to glean a secure knowledge of each child in their care. This information is very well documented and assessment records indicate clearly children's current stages of development, the steps to be taken to help them to progress and the identified learning and developmental goals. Parents are actively encouraged to contribute to their child's developmental records and many do so.

Staff make very good use of questioning to stimulate and enhance children's learning and development. They show a real interest in what children do and say and respond positively. Children benefit from the very good quality interaction and support of staff. For example, when making 'treasure' a staff member asked a child what could you use to make the nuggets. The child considered the selection of materials available and chose the gold foil paper, qualifying their choice by saying 'it was shiny like gold'. Planning is good and a varied selection of purposeful learning experiences is provided for children. Children make very good progress in all six areas of the early learning goals. Playrooms are very well resourced and very well laid out. Child-friendly storage systems allow children to explore and self-select resources and activities within the constraints of safety. This helps to nurture their independence and decision making skills. However, resources to promote and encourage imaginative role play are not as readily accessible on a daily basis to toddlers as other children.

Age appropriate tactics are used effectively by staff to manage children's behaviour. Children respond positively to this and their behaviour is very good. Hygiene standards are high. Staff present as positive role models to the children. They use regular routines effectively to encourage children to adopt suitable hygiene practices, such as, hand washing and cleaning their teeth. Healthy eating is actively promoted and meals are varied and nutritious. Menus are displayed for the benefit of parents. Children have access to fresh drinking water and very young children and babies are offered drinks at regular intervals. Older children show an emerging awareness of healthy foods. This is enhanced by activities outdoors, such as, planting and tending vegetables. Children then use the vegetables to make soup which they eat. Staff recognise the benefits children gain from fresh air and exercise. Daily opportunities for physical play indoors and outdoors are provided. A very good selection of resources to help foster children's physical development is provided. Children are encouraged to test their capabilities in a very supportive environment. However, outings for children under three years are not as frequent as those for older children. Support provided for children who speak English as an additional language is good. For example, staff obtained keywords in a child's home language from parents, use flash-cards and labels in playrooms to enable them to communicate more effectively with the child. Good procedures are in place for supporting children with learning difficulties and disabilities. Staff liaise with other agencies and professionals as necessary to ensure children's needs are met accordingly.

Risk assessment procedures are very good. Before children's arrival each day staff in each playroom carry out a risk assessment and record sheet. The outdoor areas are checked each day prior to use by children. Management conduct a risk

assessment of the playrooms and facilities at the end of each day and record information as applicable. Regular fire drills are completed and recorded. There is a designated fire warden and several staff have completed fire safety training. Suitable safety equipment is in place.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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.

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.