

# St John's Nursery & Out Of School Club

Inspection report for early years provision

---

**Unique reference number** EY381770  
**Inspection date** 09/03/2009  
**Inspector** Valerie Thomas

**Setting address** St. John's CE Primary School, Mill Lane, Wetley Rocks,  
Staffordshire, ST9 0BN  
**Telephone number** 01782 551872  
**Email** office@earlystages.ltd.co.uk  
**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 John's Nursery & Out of School Club originally opened in 2005 and changed its registration status to Early Stages Limited in 2008, although it is still owned by Justine and Andrew Cope. It operates from two classrooms and a school hall within St. John's C.E. Primary School in Wetley Rocks, Staffordshire Moorlands and there is disabled access to the provision. Children have access to an outdoor play area.

The provision is registered to care for 35 children under eight years and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 46 children on roll, 21 of whom are within the Early Years Foundation Stage (EYFS) and the setting receives funding for the provision of free early education. The provision currently supports children with English as an additional language. The setting works closely with the primary school and operates each weekday from 07.30 to 18.00 for 51 weeks of the year. There are three members of staff, all of whom hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. There is a wide range of well-planned activities to promote every child's learning and development effectively and generally, their progress is monitored well. Staff demonstrate caring and positive attitudes with all children, engaging in their play to ensure that most activities are challenging. There are highly effective relationships with parents and the school to ensure that individual needs are met well although links with other settings are in the early stages of being forged. The self-evaluation process is good with all staff having a clear understanding of the targets identified to improve outcomes for children. On the whole, documentation is robust and all welfare requirements are met.

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

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

- ensure the risk assessment covers anything with which a child may come into contact with; this refers to the radiators which are accessible to children
- extend further the opportunities to challenge children's thinking through increased open-ended questioning and ensure the progress of children in the out of school club is assessed more effectively
- develop partnerships with all settings that children in the EYFS attend.

## The leadership and management of the early years provision

Leadership and management is very strong and ensures that there is effective monitoring of practices. High importance is given to promoting staff knowledge

through regular training opportunities and they are all trained in first aid, food hygiene and safeguarding. Self-evaluation is good and demonstrates that there is a clear understanding of what improvements can be made to continue to raise the quality of care and learning provided. The space available is utilised well and offers a very welcoming and stimulating environment with a good range of resources which are easily accessible to enable all children to make choices.

Recruitment procedures are robust and ensure all staff are suitable to work with children. There is a detailed safeguarding policy which is shared with parents and induction procedures make sure that staff fully understand their role in protecting all children. Risk assessments are detailed and are reviewed regularly making sure that children can play safely most of the time. There are many safety precautions in place with staff vigilant regarding the security of the building, monitoring access at all times. However, radiators in the bathroom sometimes get very hot and potentially pose a hazard to children when they independently go to the toilet. All other documentation is very well-organised with effective recording of accidents, medication and attendance to promote each child's health and safety. Policies are comprehensive and cover all areas within the EYFS and these are actively shared with parents.

Staff work extremely hard to build excellent partnerships with parents and with the school where the setting is based. A detailed exchange of information about a child's individual needs takes place at the initial placement and a home diary for nursery children keeps parents informed of their child's well-being. Staff actively involve parents in their child's learning through displaying planning and photographs of activities and sending flash cards home to develop number skills. Very effective links with the school help to make the transition to school life run smoothly for children. Regular sessions for physical play in the school hall for the nursery are planned into the nursery timetable and very good support as children join with the rest of the school for lunch develops their confidence well. There is close liaison between staff at the setting and the school staff to ensure children are well-supported and details of progress are shared, although this is informal for the out of school club. However, partnerships with other settings delivering the EYFS for some of the children are not fully developed to ensure a clear exchange of information so that care and learning in each setting complements each other.

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

Children benefit from the healthy and nutritional meals and snacks provided. Healthy choices are encouraged and children have their own drinks bottle which is easily accessible. Clear hygiene routines ensure that children fully understand the reasons for hand washing and this helps to prevent the spread of infection. Children regularly play outside in the fresh air and have lots of fun as they play hide and seek exploring the school grounds and draw tracks with the chalks. Staff teach children effectively about keeping themselves safe. Regular fire drills are held with the school and there are clear procedures for walking to the local church such as wearing high visibility vests and walking safely. Clear guidance and good supervision by staff ensure that children play safely together. For example, they are reminded to go into a space when playing with a skipping rope in the hall.

Staff plan a wide range of learning experiences. Regular observations are made of every child in the nursery as they play and these are clearly matched to the expectations of the early learning goals. However, for children in the out-of-school club, observations are informal and the information gathered is not fully assessed to chart their progress and identify any individual needs. The main nursery and reception rooms are set out into areas of learning and children's independence is very much encouraged through the very good organisation of resources. For example, children quickly respond to the sound of the tambourine putting the toys away for the area they are responsible for. The outdoor area has a very good range of physical play equipment which offers challenge for all children.

All children thoroughly enjoy their time in the setting. Staff interact well and develop very positive relationships with every child. Generally, adults support learning effectively by engaging in activities and encouraging conversations with children. However, they do not always challenge children in the nursery with open questions to enable them to explain their thoughts and ideas. Literacy skills are well-developed for all ages. Children in the nursery find their name at registration time and try to sound and write the letters when they label their pictures while older children listen for the first letter of their name so that they can go out to play. Children have good opportunities to explore and develop their creative skills as they pretend to plant seeds in the garden centre and take the wheelbarrow to the shops. Samples of pictures show that there are regular opportunities for painting and gluing and planning shows that many textures are explored such as shaving foam and clay. Staff use extensive methods to develop children's number skills. Consequently, children confidently match the number of spaces to the number on the spinner when they play the 'Bear Hunt' game.

Behaviour is managed very well and clear boundaries are set. As a result, children respond positively, lining up to go to the hall and sitting properly for the story. Staff always encourage sharing and taking turns through use of group games which helps them to develop skills for future learning. Praise is used well and helps children to develop high levels of self-esteem. There is a varied range of interesting activities provided which help children develop their knowledge and understanding of the world well. For example, growing seeds and learning how to open a file on the computer. Children also learn about the wider community as they celebrate a range of festivals and have access to a good range of resources that promote positive images of diversity. Opportunities are also given to help children value others who speak a different language. For example, older children in the out-of-school club are asked to share some key words in their home language. This encourages everyone to understand people's differences.

## 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 registration.

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.