

St.Michaels Nursery

Inspection report for early years provision

Unique reference number 137846
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Inspector Siobhan O'Callaghan

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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

St Michael's Nursery is one of three nurseries owned by Mr S Grant. This setting opened in 1992 and operates from two large rooms within church premises. Children have access to an enclosed outdoor play area. The nursery is situated in Stonebridge in North West London. It is open each weekday from 07.30 to 18.30 all year round. The nursery is registered on the Early Years Register. A maximum of 50 children may attend the nursery at any one time. There are currently 50 children aged from 17 months to under five years on roll, all children attend full-time. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are 13 members of staff, nine of whom hold appropriate early years qualifications to at least NVQ level 2. The nursery also employs a cook who holds a food and hygiene certificate. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making effective progress in their learning and development as they independently explore a bright and stimulating environment. Children are respected and valued as individuals, which is promoted through the successful personalised learning and assessment processes in place to monitor and enhance their progress. Children's welfare is promoted through many positive policies and procedures of which most are consistently implemented. Children benefit from the extremely successful partnerships that have been established with parents, this positively supports their ability to enjoy and achieve within the nursery. The provision demonstrates an enthusiastic approach to continuous improvement which is evident within their ability to reflect on their practice and implement valuable improvements to the setting.

What steps need to be taken to improve provision further?

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

- ensure risk assessments include the monitoring of hazardous items in the children's digging area
- ensure children are consistently reminded of good hygiene practices
- ensure resources are positioned appropriately to support children's comfortable access. This refers to the computer in the younger children's playroom.

The leadership and management of the early years provision

Children are cared for by an experienced and well-qualified team of staff. They demonstrate a commitment to developing their knowledge and skills through

attending regular ongoing training opportunities. For newly recruited members of the team there is good support in place to help them gain early years qualifications, as close working partnerships have been established with local colleges. The manager ensures robust vetting and recruitment procedures are followed to check that all staff are suitable to work with children. Due emphasis is given to reinforcing the provision's safeguarding children policy. The staff team demonstrate a secure knowledge and understanding of Local Safeguarding Children Board procedures, and of their responsibility to work in partnership with outside agencies. The staff team vigilantly supervise children and are well deployed as they interact effectively with them to support their individual learning and overall welfare. All children benefit from a stimulating environment where they can independently access a broad range of good quality resources. Although the positioning of the computer in the younger children's room does not currently support them to utilise this comfortably. This resource is easily accessible; however, the screen is not at their eye level.

The provision has established comprehensive records, policies and procedures that are required for the safe and efficient management of the Early Years Foundation Stage. These are generally well-maintained by all staff and help to keep children safe. For example, risk assessments are in place to monitor safety issues both within the building, outside in the garden, and to monitor risks when children are taken on outings. Overall, these effectively support staff in maintaining a safe environment for children. However, staff have not specifically included within risk assessments the children's digging area in the garden, consequently they do not fully protect them from accessing some hazardous items. Effective procedures are in place to care for children with special dietary requirements or for those children who have food intolerances. This is further supported by the established key worker system that is in place. This involves all staff being responsible for a small group of children for whom they must monitor all aspects of their welfare and learning as well as liaising with their parents.

The provision has established outstanding partnerships with parents and with the schools that the older children will be moving onto. Parents are provided with high quality information about the early year's provision and how they can be involved in supporting their children's learning at home. Parents demonstrate high levels of satisfaction with the care and education their children receive through both discussion and through their comments recorded in the parent's communication diary. Parent's comments include: "I am especially pleased with my child's development; I think she has made excellent progress. I am very happy with the nursery" and "I feel the consistent staff team is a bonus. It is a welcoming atmosphere with staff that warmly interacts with the children" and "I am very happy with my son's learning and behaviour. He has progressed so well. The first time he came home with a book and read to me I almost cried I was so proud." Parents express that they feel well-informed about all aspects of their children's development as they speak regularly with the staff team. They enjoy parent's evenings where they have good opportunities to discuss in detail their children's overall progress. These well established partnerships fully contribute towards children's continuity of care and learning, and thus supporting them to achieve to their full potential.

The provision has developed competent self-evaluation processes. All staff are involved and the views of parents and children are sought through both discussion and questionnaires as to what they think could be improved within the nursery. Findings from these media are then used to implement improved outcomes for children. Since their last inspection the provision has improved aspects of their documentation. They are now efficiently recording the arrivals and departures of staff which supports the monitoring of adults within the building. Children are now more involved in the preparation of lunchtimes and in helping to serve food so that they are not sitting for long periods of time waiting to be served. The provision have secured funding to improve the outdoor play area and have in place some positive plans to enhance children's learning and independent exploration outside. Thus improvements have a positive impact on the overall quality of the early year's provision and on outcomes for children.

The quality and standards of the early years provision

Children's welfare is promoted through many positive practices within their daily routines. They enjoy eating healthily as they are provided with wholesome home cooked meals and snacks. Children who arrive early are offered a substantial breakfast of porridge, cereal, toast and fruit as options. At lunch time children enthusiastically eat fish, rice and spinach. Many children request to have second helpings and enjoy the independence of helping to serve their own food. Children learn the importance of personal hygiene as they wash their hands at appropriate times throughout the day and are quick to remind each other of the importance of getting clean cutlery when they accidentally drop a fork onto the floor. Children observe positive adult role models as staff ensure that the environment is kept clean as they wash down tables before and after lunch. However, staff do not consistently remind children of the importance of covering their mouths when they sneeze and the implications this has on spreading germs. Children have good opportunities to get fresh and exercise as they play outside regularly throughout the day. They are developing many important physical skills for example, as they learn to throw and catch balls. Children enjoy the challenge of trying to throw their balls into the basketball net and are thrilled when they achieve this task.

Children are developing a good understanding of potential dangers and how to stay safe as they participate in regular emergency evacuation drills within the nursery. They learn first hand about people who help us in the community as they experience visits from the local fire brigade and the police force. Children move safely around their environment and handle resources and equipment with due care and attention. They display responsible behaviour as they help to keep their environment tidy and safe. Children are delighted to take their turn at being helpers for the day. They enthusiastically lay the tables for lunch and competently help to serve food to their friends. Children display exemplary manners as they say please and thank you, which are then replied with responses such as: "you're welcome". They learn to respect one another as they work cooperatively and take it turns for example to use the computer. Children are developing a positive attitude towards the wider community as they learn about the different cultures and traditions that are celebrated. They are learning French as a second language along with opportunities to learn how to sign, this has a positive impact on all

children's ability to be included. Children are supported to feel a strong sense of belonging within the setting as the staff team attractively display their work, alongside many photographs of them busily engaged within a wide range of activities.

The staff team demonstrate a good knowledge and understanding of how young children learn and develop. Planning and assessment systems give due emphasis to all areas of the curriculum and the importance of encompassing the outside play provision. The staff team are fully involved in children's learning as they effectively plan and present fun and informative sessions that capture children's interests. For example, children enjoy imaginative role play scenarios where they have to listen carefully to staff in order to fully participate within the experience. Children excitedly pretend to dress themselves in wellington boots and rain coats as they have been informed that it is wet and windy outside. They are quick to offer further suggestions as to what they need to wear when the weather conditions change to hot and sunny. Therefore children are becoming confident to express themselves in many different ways. They are developing good language and literacy skills. Older children confidently label their own work and are proud to show off their beautiful drawings that they have created of themselves and members of their family. All children enjoy story times particularly when this is supported by puppets. They listen attentively to the events in the story and respond well to the encouragement of staff who want them to think about what is happening and to question whether these scenarios are realistic. Consequently children are becoming inquisitive learners as they enjoy the challenges that are presented to them.

Children have many opportunities to learn first hand about the wonders of nature. They enthusiastically take care of their herbs and plants that they have grown from seed and planted in the garden. Children are able to name the herbs that they have grown which are also well labelled. They confidently point to the mint, parsley, coriander, and thyme which are well developed. Weekly cooking sessions provide valuable learning experiences for children to problem solve as they weigh and measure ingredients. Staff ensure that all children are fully included, for example the focus for younger children is for them to explore the different textures of the flour and salt when they are making play dough, whilst older children are challenged to think about the complexity of the measurements that are required. Children are continually challenged as their key worker maintains regular observations and assessments on their progress and then uses this information to plan for their next steps in learning. Parents are included within this process as they contribute towards learning at home. Overall, children are developing many important learning and development skills which set secure foundations for their future learning.

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?	2
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?	1
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

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