

# St. Margarets Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	EY372285
<b>Inspection date</b>	28/01/2009
<b>Inspector</b>	Helen Penticost

<b>Setting address</b>	St. Margarets C of E Primary School, The Mardens, CRAWLEY, West Sussex, RH11 0AQ
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<b>Telephone number</b>	0129 3521077
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<b>Email</b>	
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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).

## **Description of the setting**

St Margaret's Nursery School was registered in 2008 and operates from a purpose built classroom within the grounds of the St Margaret's School in Ifield, West Sussex. The nursery school is registered for 36 children aged two years to five years and is open each weekday from 8:30 until 16:30 term time only. There are currently 70 children attending some of whom receive funding. All children share access to a secure enclosed outdoor play area. The nursery school is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language. Six out of the nine nursery school staff hold appropriate qualifications and one is training.

## **Overall effectiveness of the early years provision**

Children are happy, behave well and are making good progress as staff provide an interesting and varied learning and development programme. They engage in a very wide range of exciting first-hand experiences. The partnership with parents is the nursery's greatest strength as parents receive daily feedback and are consulted regarding the running of the nursery. This contributes significantly to the needs of all children being met well. The setting promotes inclusive practice as they recognise the uniqueness of each child and value diversity.

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

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

- carry out regular fire evacuation drills and record details in a fire log of any problems encountered and how they were resolved
- ensure that the registration system details times of arrival and departure for both staff and children
- develop systems to support children who attend more than one Early Years settings

## **The leadership and management of the early years provision**

Children are safeguarded well, as appropriate procedures are in place which protect children from harm and neglect. In depth risk assessments are carried out termly to ensure the setting and the environment are safe for the children. Staff also carry out thorough daily written safety checks of the building and premises. This ensures all areas are very safe for the children to use.

There are good systems in place to ensure the setting runs smoothly, these include suitable policies and procedures which work well in practice. All the required legal documentation is in place. However, the registration system lacks clarity and fire evacuation drills are not yet logged appropriately. Suitably qualified and vetted staff are deployed effectively to support children's needs. For example, children are

closely supervised as they move around the environment to choose from the wealth of easily accessible toys, equipment and resources. Staff ensure all children are valued within the setting and work together to create an inclusive environment.

Parents speak positively about the setting and comment that they are, "Very impressed with the openness and friendliness of the staff" and that "The nursery is fantastic, better than we imagined." The setting communicates with parents in a variety of ways, including newsletters and information boards and seeks their views through the use of questionnaires.

Ongoing assessment of the provision demonstrates a commitment to improving the outcomes for children. Staff members have the opportunities to reflect on practice and are asked for their views on the managers performance. The nursery works very closely with outside agencies, such as speech and language therapists, to ensure that the additional needs of all children are highlighted and met. Systems have not been fully developed to incorporate a working relationship for children who attend another early years setting.

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

Children make good progress because staff have effective systems to observe, assess, plan and review their learning. Assessment and planning systems are regularly reviewed to ensure they meet children's needs. Written observations clearly identify what children know and understand and are used systematically to plan for the next steps in their learning. Activities are planned around children's interests and enthusiasms which mean they are eager to participate.

Children enjoy participating in creative activities, which the staff ensure are exciting. For example, children are able to make houses out of different materials to represent the homes in the story 'The Three Little Pigs'. Children concentrate for lengthy periods of time at their chosen activity. For example, they thoroughly enjoy making wonderful creations from junk and they solve problems including what form of adhesive to use to stick items together. Children are enabled to take risks in safe surroundings, for example as they use scissors to cut up straws and yogurt pots.

Children's acquisition of independence skills is greatly enhanced as all resources are available for them to self select. They have daily access to resources that promote equality and diversity. There are good arrangements to support children with learning difficulties and/or disabilities or who are acquiring English as an additional language. Staff use sign language during the day to communicate what is happening during the day to the children. This interaction between staff and children promotes outcomes for all the children.

Children are well behaved and staff are good role models as they ensure children are taught the differences between right and wrong. They respond quickly to the bell which signals it is time to tidy up, this helps children learn how to take responsibility. Children receive healthy and balanced snacks during their time at

the setting. Staff ensure all food and drink complies to the children's special dietary requirements. Children attend a warm and welcoming setting which allows children to be happy and secure.

## 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?	1
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 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.