

St John's Nursery

Inspection report for early years provision

Unique reference number

EY381241

Inspection date

07/05/2009

Inspector

Julia Louise Crowley

Setting address

St. Johns Hall, Bourne Hill, LONDON, N13 4DA

Telephone number

02088863380

Email

sinead_lemonade@hotmail.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 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

St John's Nursery is run by a private individual. It was originally registered in 1955 but has operated under new ownership since 2008. It operates from two halls within a church building. It is situated in Palmers Green in the London borough of Enfield. A maximum of 37 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 12.00 and two afternoon sessions from 12.30 to 15.00 on Tuesdays and Wednesdays term time only. All children share access to a secure enclosed outdoor play area.

There are currently 43 children aged two to under five years on roll. The setting is in receipt of funding for early education. Children come from the local area. The nursery supports children with learning difficulties and also supports children who speak English as an additional language.

The nursery employs six members of staff. Of these, all hold appropriate early years qualifications. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the setting is good. The provider recognises the importance of the individual needs of each child and works well with parents to ensure they are catered for. Children are happy and relaxed in the setting and make good progress in their learning. The key person system effectively ensures each child's capabilities and achievements are monitored to enable them to move successfully on to their next step for learning and development. The whole staff team evaluate the service that they provide and are proactive in accessing specific training that will enhance their practice.

What steps need to be taken to improve provision further?

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

- update system for recording complaints to reflect the statutory framework for the Early Years Foundation Stage

The leadership and management of the early years provision

The two play areas of the setting are well organised. Children move confidently around the rooms, easily accessing play equipment and activities. The provider has created an interesting and inspiring environment for the children where they can make independent choices and extend their play. For example, the well resourced role play area enables children to create a bustling greengrocer, where a variety of fruit and vegetables are weighed and placed in shopping baskets and trolleys.

Regular quality checks and self-assessment enables practitioners to monitor how effective the nursery is and identifies targets for further improvement. For example, the provider is currently exploring different ways to present planning to better inform parents and create a helpful tool to practitioners. Consequently, children's learning and development needs are addressed effectively. Records, policies and procedures are adequately maintained. However, the complaints procedure recording system is out of date with current legislation. All practitioners have childcare qualifications and have completed relevant checks to ensure the safety of children.

The provider establishes effective links with parents to promote children's individuality and to understand how best children can develop and learn. Parents are informed through news letters, questionnaires, parents' morning and the suggestions and comments box. Key persons offer daily updates to parents at drop offs and collections. Children enjoy the warmth and ease with which their parents and key person exchange information and news.

The quality and standards of the early years provision

Good quality organisation ensures that every child enjoys and is suitably challenged by the learning experiences provided. Children enjoy specific focused activities where their interests are incorporated into the planning. Next steps for learning for each child are based on thorough and accurate observations. Activities are well matched to the full range of children's needs, so that all can succeed including those with specific needs. For example, the smaller play room is used for small group activities where younger children can grow in confidence and social skills. This supports them to smoothly make the transition from home to the large hall.

Opportunities for children to be active, learn to control their bodies and develop their physical skills both indoors and outdoors are successful. For example, they climb on climbing frames and walk along low beams. Children learn to balance and take turns on the flower pot stilts as they carefully move around the room. Children competently use a wide range of small tools and equipment with increasing control including, scissors, dough cutters and glue pens. Children's literacy is encouraged effectively. Children recognise the letters of their name and are beginning to write. Opportunities to use mark making materials are available to the children, such as papers, easels and post-it notes. Children love sharing books, both spontaneously with their friends and during planned group story times. Through practical activities, such as measuring their plants, building with construction or completing puzzles, children are gaining an awareness of shape, space and measure.

Children show good levels of confidence and self-esteem, they value themselves and one another. For example, they recognise and praise each other's contributions at circle time and listen to each other's news and stories. Children have a sense of belonging, the effective key person system helps them to feel included and settled.

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?	2
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

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
--	-----