

# St Wilfrid's Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY377455
<b>Inspection date</b>	22/01/2009
<b>Inspector</b>	Michele Crichton
<b>Setting address</b>	Monkgate, York, YO31 7PB
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<b>Type of setting</b>	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**

St. Wilfrid's Nursery was registered in 2008 as a private committee run nursery. The nursery is situated within the grounds of St Wilfrid's Primary School. The nursery operates from one main room and an enclosed outdoor area. A total of 24 children aged from two to five years old may attend the nursery at any one time. The nursery is open each weekday from 8.00 to 18.00 for 51 weeks of the year. The group will have four full time staff who hold relevant childcare qualifications. Children come from surrounding areas and the nursery supports children who speak English as an additional language and children with learning difficulties and disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register.

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

This new, purpose built nursery offers a bright and interesting environment in which children feel secure, independence and confidence is fostered and children show a curiosity to learn.

Staff are committed to promoting children's welfare and learning development and there is good capacity to improve. This is shown in their attendance to self-evaluation, good links with parents and a focus on making learning active and fun. All staff know the nursery learners very well and that additional support, in whatever form it may be, is ensured for those children who need it. The effectiveness of the outside provision does not yet match that of the indoors and the nursery documentation is not yet sufficiently organised.

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

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

- improve the outside provision to ensure the safe and good range of learning opportunities of those indoors is matched
- have a consistent level of formal, systematic recording and organisation across all areas of nursery documentation.

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

Staff understand the importance of establishing and maintaining good relationships from the start. Parents receive daily feedback from their child's key person and regular information via the notice board and newsletters. The key worker system in place works well and ensures that children receive consistent and appropriate care from staff who know them as individuals. Parents say they are very happy with the nursery staff who are 'just brilliant'. Good links have already been forged with a variety of others to ensure good quality provision for all children with additional needs. Whilst establishing the nursery in the new building, staff are critical of their own practices and have ensured that the care and individual attention and

progress of the children comes first. This has meant that the organising of documents in a formal and systematic way does not always match the order and precision that is used when observing, recording and planning for children's learning and development. All the required policies and procedures for the safe management of children are in place. Diligent recruitment procedures ensure staff caring for children are suitable to do so and all staff have attended appropriate child protection and safeguarding training, including paediatric first aid. The newness of the building is also an explanation of why the outside provision is currently a developing feature. Staff commented that it is presently a 'blank canvas' and both parents and children have been consulted and contributed significantly for impressive changes. The outdoor area does not secure the same good quality of children's learning and play opportunities that are offered inside the nursery.

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

Children's learning and development is promoted well in this warm and welcoming, inclusive environment. The individual needs of every child and their progress through all six areas of learning and development is of great importance to the staff. Children have many opportunities to give their views and opinions. A useful and valuable system is in place to gain knowledge about the children before attending the nursery, which includes what their interests, likes and dislikes are. This information, plus their own views, are then used for possible lines of development to actively engage children in their own learning. Children are beginning to develop early literacy skills through listening to the many stories that are read and opportunities for mark making. All children participate eagerly and enjoy the wide range of both adult and child initiated activities. They have fun constructing colourful collages about the 'mixed up chameleon', designing animal masks or making and eating tasty vegetable soup. Planning of daily activities is flexible so that staff can be spontaneous and respond to the children's ideas and interests but it is always firmly based on what children can do and relevant to their next learning steps. 'My story' record books show well the development of children, the wide range of activities and the good progress they make. These profiles are very well maintained and both parents and children are welcome to look through and enjoy them at any time. Good provision is made to ensure children are aware of the benefits of a healthy lifestyle. Children are involved in choosing menus and drinking water is available for them to access when they want. Staff ensure that children follow good hygiene routines, have opportunities to access fresh air and play in the new and compact outdoor area. Behaviour is good and children's feelings of self-confidence are reinforced through plenty of praise and encouragement. Staff are friendly and caring, joining in with children's play to extend and promote their skills. Children learn to take turns and to share because staff set good role models which are consistent across the nursery. Children's safety is promoted and maintained because of thorough procedures that are consistently applied.

## 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?	3
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.