

# Brindle St Joseph's Nursery Group

Inspection report for early years provision

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<b>Unique reference number</b>	309683
<b>Inspection date</b>	02/06/2009
<b>Inspector</b>	Tara Street
<b>Setting address</b>	Bournes Row, Hoghton, Preston, Lancashire, PR5 0DQ
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<b>Email</b>	
<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 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**

Brindle St Joseph's Nursery Group is run by a voluntary committee. It opened in 1997 and operates from rooms within Brindle St Josephs Roman Catholic Primary School in Hoghton, Lancashire. There are no issues which may hinder access to the premises. A maximum of 16 children aged three to five years may attend the setting at any one time. The nursery is open from 09.00 to 15.00 during term time only.

There are currently 24 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 24 are in receipt of funding for nursery education. The provision is registered by Ofsted on the Early Years Register.

There are four members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is good. Children receive high quality care in a bright and welcoming environment. They are supported well by enthusiastic and friendly staff who ensure that children's individual needs are met. Staff plan a wide variety of activities to promote children's continued progress in their learning and development. The use of self-evaluation is used effectively to monitor the provision and identify future targets; management and staff demonstrate a strong commitment to continuous development.

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

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

- ensure that accident records are maintained confidentially
- ensure the record of regular risk assessment checks includes all the necessary information
- review the use of the outside play area, directly off the play room, to extend opportunities for children to regularly and independently access the play facilities available.

To fully meet the specific requirements of the EYFS, the registered person must:

- put in place a procedure to be followed in the event of a parent failing to collect a child at the appointed time. (Safeguarding and promoting children's welfare)

06/06/2009

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

The management of the setting have a clear vision for the provision and demonstrate a strong commitment to further development and promotion of all outcomes for children. Management involve others when reflecting on practice and carry out clear self-evaluation. Previous recommendations have been met and the provision continually sets and meets its own targets. Staff are well supported in their continuing professional development and attend regular training which has a positive impact on children's welfare, enjoyment and learning. Effective recruitment and induction procedures ensure children are cared for by suitable, qualified adults. For example, appropriate checks are carried out and references obtained. Most records required for safe and efficient management of the provision are well maintained, including clear daily risk assessments. However, the record of regular safety checks does not include all of the relevant information. Accident records are not maintained confidentially because there are multiple entries per page. There is no procedure to be followed in the event of a parent failing to collect a child at the appointed time, which is a requirement of the Early Years Foundation Stage. Children are safeguarded because staff are fully aware of their responsibility for child protection and are able to follow appropriate procedures when necessary.

Staff work closely with parents to ensure each child's individual needs are met. Parents are very involved in their children's learning as staff exchange regular information about their progress through regular newsletters and daily discussions. Initial information about children's likes, dislikes and interests are requested at the time the children start attending in order to give staff a basis for planning activities that the children will enjoy. Parents are encouraged to support children's learning at home through the 'All About Me' sheets which children take home. Parents are invited to comment on these and offer information about what the children have been doing at home. Effective links are made with other professionals, both within the host school and with other early years providers, as well as with outside agencies. This ensures consistency and continuity is promoted for children.

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

Children are happy and settled within the warm and welcoming environment where they have many opportunities to make good progress in their all-round development. Staff engage well with the children and develop positive relationships. They praise children's achievements which motivates them to learn and develop positive self-esteem. An effective key worker system enables parents to feel confident and children to feel safe within the setting. All staff confidently use questioning techniques effectively to extend children's learning and thinking skills. Staff use their good knowledge of the Early Years Foundation Stage to plan enjoyable activities and have highly effective observation and assessment systems in place. Plans are clear and highlight the learning objectives, with the next steps in individual children's learning clearly identified. There is a very good balance of adult-led and child-initiated activities which cover all areas of learning. Children develop their independence to a good level as they attend to their own personal

care needs, select resources, choose activities and help staff at tidy up time.

Children are relaxed, confident, behave well, are eager to participate in activities and remain actively engaged. The very good labelling of children's art work around the room promotes children's awareness of letters and numbers. All children take part in a good range of activities which supports their physical development both indoors and outdoors. For example, children show good spatial awareness as they skilfully manoeuvre wheeled toys around the main outdoor play area, which is accessed through the school. However, the outside play area, directly off the play room, is not utilised effectively to provide children with regular opportunities to independently explore and experiment in this area. A well-resourced role play area encourages children to use their imagination and to play cooperatively as they act out scenarios. Children have access to natural materials and develop good fine motor skills as they play with sand, water and a variety of media. Older children demonstrate good dexterity as they use pencils, paint brushes and scissors. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a range of activities which look at different celebrations and cultures from around the world.

A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children are learning about the importance of healthy foods. Each day they are provided with nutritious snacks which include fresh fruit. Staff are fully aware of children's individual dietary requirements and any specific needs are catered for.

## 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

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