

# St John's Pre-School Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY350023
<b>Inspection date</b>	04/06/2009
<b>Inspector</b>	Andrew Clark
<b>Setting address</b>	Newland St John's C of E Primary School, Beresford Avenue, Beverley Road, Hull, HU6 7LS
<b>Telephone number</b>	01482 305748
<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**

St John's Pre-School Nursery is run by a voluntary committee. It opened in 2007 and operates from a classroom within in Newland St John's Church of England Primary School in Newlands, Kingston-upon-Hull. A maximum of 23 children aged three and five years may attend the nursery at any one time. There are currently 26 children on roll who are within the Early Years Foundations Stage, all of whom are in receipt of nursery funding. The nursery is open each weekday from 08.50 to 11.50 during school term time only. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery employs four members of staff. The two joint managers both have qualified teacher status. Other members of staff hold level two and level three childcare qualifications. The provision is registered by Ofsted on the Early Years Register.

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

Overall the quality of provision is good. The nursery is a warm and friendly community which promotes equality of opportunity well. Inclusion is good because the staff work well with parents and other providers to support learning and development for all children, including those with learning difficulties and/or disabilities. It also helps children with English as an additional language to make good progress. The strong teamwork and effective self-evaluation means the nursery is well placed to continue to improve.

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

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

- provide guidance to all adults on the vocabulary and skills to be developed through the different learning activities
- make full use of classroom displays to interest and inform children of all abilities.

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

The nursery is led and managed well by the enthusiastic and able manager. There are well established and up to date policies to promote good standards in all aspects of the Nursery's work. These contribute to the good improvement made since the last inspection, particularly in the development of assessment procedures and arrangements of the learning environment. Self-evaluation is good because it is based on an appraisal of all aspects of the provisions and reflects the views of staff, parents and children. Priorities for improvement are strongly identified and quickly acted upon. There is an all encompassing and positive ethos because of the close teamwork and shared values. Responsibilities are delegated well. Regular and robust risk assessments are made so that children play and learn in a safe

environment. Procedures to ensure all staff and others who provide support in the Nursery, including volunteers, are suitable people to work with children are appropriate and meet current requirements.

There is good liaison with parents stemming from well planned induction processes. Parents appreciate the warm welcome their children receive and the wide range of useful and regular information on their progress. Members of the local community regularly act as volunteers. Although they are well informed about nursery procedures, they are less clear about the learning intentions of all activities and the vocabulary and skills they are supposed to be supporting children to achieve. Good links with the host school and specialist staff contribute to the good progress made by children of all abilities, particularly those with learning difficulties and/or disabilities.

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

Children are happy and make good progress because their learning and development needs are accurately assessed and built upon. Good procedures for managing behaviour and encouraging independence mean children settle quickly and grow rapidly in confidence. All staff respect children's individual skills and talents and successfully encourage children to become thoughtful and tolerant towards others and work and play collaboratively. The strong teamwork between staff is a strength of the provision and contributes well to children's feelings that they are safe, secure and valued. Children's welfare is promoted well. In particular, their physical well-being is successfully developed through a wide range of exciting physical activities. For example, climbing in the tree house or pushing, pulling and pedalling the vehicles. They love spending time outside participating in activities for all areas of learning. Good hygiene habits are encouraged and children eat healthy snacks which they sometimes prepare themselves. They have access to water throughout the session.

Children make good progress in developing literacy and numeracy skills. They have many opportunities to 'write' through role play activities and in specific activities such as card making. They regularly count, order and match objects and sing counting and other activity songs. There is a good balance between activities that children select for themselves and those they are guided to. Key staff encourage them to try new activities and make decisions for themselves. Children's creative development and problem-solving skills are encouraged through imaginative water and sand play. For example, they fill the 'petrol' tanks on their pedal cars while experimenting with different containers to pour from. However, opportunities are missed to challenge children's thinking through interesting questions on classroom displays. Positive images of the diversity of modern life are promoted through resources such as jigsaws and small world toys. Visits, to the local church and to a farm for example, contribute to their personal development and knowledge of the world.

## 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

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)

