

St.Edwards Nursery and Out of School Club

Inspection report for early years provision

Unique reference number	EY393481
Inspection date	12/10/2009
Inspector	Sue Anslow
Setting address	Staffordshire County Council, St. Edwards C of E First School, Hollow Lane, Cheddleton, LEEK, Staffordshire, ST13 7HP
Telephone number	01538360435
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Type of setting	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 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.

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Description of the setting

St.Edward's Nursery and Out of School Club is one of four settings run by the same private provider. It opened in 2009 and operates from classrooms within St Edwards C of E First School, Cheddleton, near Leek, Staffordshire. Children have access to fully enclosed areas of the school playground. The setting offers before and after school care, morning and afternoon nursery sessions and a holiday club. It is open from 7.30am to 6pm all year round and children may attend for a variety of sessions.

The setting is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 42 children, from three-years-old upwards, may attend at any one time, no more than 26 of which may be in the early years age range. There are currently 14 children on roll in the nursery and 51 children on roll in the out of school club.

There are currently seven members of staff, six of whom hold early years qualifications. The nursery provides funded early education for three and four-year-olds within an integrated nursery system in the school. Staff work closely with teachers and receive support from the local authority early years department.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The experienced staff team and wide range of appropriate resources, provide and maintain good quality provision for children in the nursery and out of school club. Children are helped to learn and develop to the best of their ability and general welfare requirements are well managed. The uniqueness of each child is valued and staff work hard to support their different ways of learning. Continuity is promoted through effective partnerships with parents and strong links with the school. Self-evaluation at all levels reflects the monitoring and evaluation of what the setting does well and areas for development. Actions are well targeted and bring about sustained improvement in the early years provision. Outside school hours, children can relax and have fun with their friends and enjoy a full range of interesting activities and outings.

What steps need to be taken to improve provision further?

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

- extend risk assessment records to cover everything children come into contact with and relevant situations, such as arrival and departure, outings, including venues and journeys and certain particular activities.

The effectiveness of leadership and management of the early years provision

Appropriate policies and procedures are in place to keep children safe and secure within the setting. Children's safety is given high priority at all times and staff are vigilant as they supervise children at all times. Written risk assessments are carried out for many areas of the provision, although these do not yet extend to safe arrival and collection, journeys off site, and certain activities which could be hazardous. Children are kept safe from harm or abuse because staff are familiar with the safeguarding policy and are aware of the correct procedures should there be any concerns. All parents receive a copy of the setting's policy and are reassured that the manager has accessed relevant training and control methods are up to date.

Children attending the nursery share the same room and facilities with children attending the school nursery. The well qualified and experienced staff team work alongside teaching staff, sharing all tasks equally. Recruitment procedures are sound and all necessary checks are carried out to ensure the safety and well-being of the children. Staff feel valued and empowered through individual and group meetings where their ideas, skills and areas for development are addressed. Relevant training courses are accessed and policies and procedures governing the childcare practice, are kept up to date. Systems for monitoring and evaluating children's learning and development are well established and regular reflective practices ensure outcomes for children are continually improved. The views of the children and their parents are taken into account by staff when evaluating the setting's practice, and realistic and achievable targets are set.

Effective partnership with parents starts from the beginning of the child's attendance at the nursery. The child's key worker discusses their home routines, interests, likes and dislikes with parents during settling in sessions, to ensure individual requirements are met. Parents are given lots of information about the setting and there are many opportunities for discussions with staff on a day to day basis. Parents are invited to record their hopes and dreams for their children and hang them on the tree branch. Information about the Early Years Foundation Stage framework is readily available and parents can discuss their child's progress with their key worker at any time. Through these discussions, the many displays around the room and regular newsletters, parents have a good understanding of what their children are learning and how they can help them at home. Staff actively seek parents' views and ideas, which enable them to continuously improve and provide a good service. Close links with St Edwards school are valued and nurtured in order to smooth the transition into the reception class. Children are settled and progressing well within the integrated nursery provision and older children benefit from spending time outside school hours in familiar surroundings. The manager and her team liaise closely with early years advisers from the local authority and are forging closer links with other early years providers in the area.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development through the expertise of staff and the provision of appropriate facilities and resources. Children arrive excited and eager to experience the wide range of activities ready for them. They separate from their parents increasingly happily as their self-confidence grows, and join up with friends to push the trucks around in the sand or make tea for their dolls in the home corner. Children learn through play and the provision of meaningful real activities, for example, making dens for the furry animals with leaves, twigs and fir cones. They watch the progress of the beans and tomatoes they have planted and enjoy finding out what they look like inside as they cut them up for soup.

Children thoroughly enjoy the free-flow of activities between the inside and outside play areas. They can play quietly at the table, moulding mice out of play dough or climbing over the boat in the playground, pretending to be pirates. All areas of their development are promoted equally well as they gain an understanding of the world around them and learn to respect each other and their surroundings. Behaviour is good because children are busy and interested in everything that is going on. Staff are on hand to support, guide and ask appropriate questions to help children work things out for themselves, for example, 'if I cut this apple in half, how many pieces will I have' and 'what do you use your wellies for'. Through good role modelling and enthusiastic praise, children's self-esteem is promoted and they are very proud to be chosen to play the princess or help staff fold the tablecloth.

Activities are planned week to week to meet the needs of individual children. A system of observation and assessment means that staff can plan specifically for the needs of each individual child, based on what they know, can do and understand. Activities are evaluated for their learning outcomes and general interest and staff often link activities together to enhance children's wonder and curiosity. Staff know the children very well and tailor the daily routines accordingly. Children benefit from a good balance of free play and structured activities as well as group discussions round the snack table or on the carpet before going home. They love raising their voices and hands during action songs or learning to listen quietly when other children are speaking.

Children are closely supervised and their health and welfare requirements are met well. They learn respect for each other and the environment and are developing an understanding of safety procedures and why these are needed. They practise evacuation procedures regularly and know how to cross roads safely. Healthy eating policies are followed as children enjoy snacks of fresh fruit during each play session. Nursery children may bring packed lunches or purchase school dinners. Children attending the out of school club are provided with a buffet style breakfast and high tea at the end of the school day. Good hygiene procedures are followed and children wash their hands before eating 'to get rid of the nasty germs'. Fresh air and exercise are promoted daily and children can rest on the comfy cushions if they are tired. Most staff hold first aid certificates and any accidents or illnesses

are managed well. Older children thoroughly enjoy playing outside after their busy day at school and they especially love the outings to adventure playgrounds and places of interest during school holidays.

Children learn new skills and develop their knowledge through the many and varied play activities available. Staff skilfully introduce new vocabulary and concepts through their comments and questions. For example 'has the mouse got a long tail or a short one' and 'did you go over or under the parachute when you first arrived this morning'. Children are encouraged to make choices and help themselves to whatever they want to play with. Hand-eye coordination is promoted through manipulating small puzzle pieces, threading and weaving activities. These games also help children develop their pincer grip ready for mark making and writing later on. Staff's relationships with the children and their families develops an environment of confidence, self esteem and a positive attitude to learning. This in turn contributes to producing well rounded individuals who work well together to make valuable contributions to society.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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