

# St Elizabeth's Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	511414
<b>Inspection date</b>	25/06/2009
<b>Inspector</b>	Olivia Coates
<b>Setting address</b>	St. Elizabeths RC School, Grove Road, Richmond, Surrey, TW10 6HN
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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 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 Elizabeth's Nursery opened in 1978. It is situated in a self contained building in the grounds of St Elizabeth's Catholic Primary School in Richmond, Surrey. It is run by a management committee which includes the head teacher of the school. The nursery is open each weekday during school term time. Morning sessions run from 09:00 to 11:45 and afternoon sessions run from 12:15 to 15:00. Some children stay all day. The children regularly go into the main school to use the facilities. All children share access to a secure enclosed outdoor play area. There are currently 38 children from two to five years on roll, of these, all receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language. The nursery employs 5 staff. All the staff hold appropriate early years qualifications. Two staff are working towards level 3 in child care, learning and development; one member of staff has a diploma in school practice. The deputy manager holds an NVQ level 3 in child care and education. The manager holds NVQ level 3 in child care and education in context and will complete her foundation degree this year. All staff hold a paediatric first aid certificate. Once a week a qualified music teacher comes into the setting. The setting receives support from St Elizabeth's School and the Early Years Development and Childcare Partnership (EYDCP).

## Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Every child thrives in this nursery, whatever their individual needs, due to the high expectations of the extremely motivated and enthusiastic staff. Their extensive knowledge of how children develop and learn enables them to plan and provide an exceptional range of experiences that ensures every child meets their potential. As a result the children are thoroughly prepared for their eventual transition to school. The enthusiasm and passion of the manager is evident from the continual search for new and innovative ways to improve the outcomes for the children. The partnership with parents is extremely effective in ensuring the needs of the children are fully met.

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

To further improve the high quality early years provision the registered person should consider:

- develop written self evaluation by making it less descriptive and more evaluative
- extend numeracy progress by developing mathematical ideas to problem solving situations

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

The setting is exceptionally well led by a highly motivated and enthusiastic manager who is very well supported by the headteacher of the adjacent primary school. The excellent organisational skills of the manager and deputy manager ensure that high standards are maintained in the setting. The manager has addressed the recommendations of the last inspection and through her commitment and dedication shows outstanding capacity for continuous improvement. The staff are extremely enthusiastic; display passion for their work and are totally committed to improving services to the children. They are well deployed so that children are ably supervised and supported in all activities. Training is identified as a necessity for enhancing the expertise of the staff. Staff understand and are able to implement the regularly reviewed child protection safeguards. New ideas are readily accepted and put into practice which enrich the experience of the children and improve the assessment procedures. The management and staff are constantly reviewing all aspects of the nursery and seeking for means to further improve it. The manager knows the nursery well and is able to evaluate all the procedures and is working hard to improve her written evaluations.

The children are very well protected and all safeguarding procedures are clearly implemented. The nursery is very secure and there are detailed policies regarding the collection and non-collection of children. The nursery works very well with other agencies and has outstanding relationships with parents. Regular meetings ensure that parents have an excellent overview of the development of their children. Regular risk assessments are carried out and the playground, equipment and toilets are checked on a daily basis.

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

Children play in a bright, happy and wonderfully stimulating environment. On entering the nursery they rush to join in with a choice of staff led activities. For example, children learn how to prepare vegetables and cut them into various sizes. They use knives safely and assist each other in learning how to cut properly. Having prepared the vegetables and discussed the merits of different types of vegetables, they cook them ready for their morning snack. Another set of children group and count model animals and discuss the food they eat in preparation for a visit to a local farm. The flow from staff organised activities to child initiated ones is seamless. Children are encouraged to be creative such as in painting or making bubbles. They enjoy practical activities such as measuring sand. They participate in imaginative play and physical pursuits. Children are challenged and stimulated by their activities.

Staff are constantly encouraging the children to develop numeracy skills such as counting, measuring and comparing sizes. The communication skills of the children are excellent and are continually being improved by the superb opportunities to link sounds and letters through games and discussions.

Children are given opportunities to take responsibilities. As children are greeted by staff on arrival, two children place pictures of them on a board so that they can help check attendance, others help to tidy up after activities. Children have a very positive approach to learning and are keen and eager to try new experiences. They are exceptionally confident and articulate. Children behave extremely well and show complete respect for others. The relationships in the nursery are excellent. There are plenty of resources which children willing share with each other. They appreciate and enjoy the library area, where they can be quiet and rest for a while if they wish. They love the books in the area and are keen to discuss them.

Children enjoy a wide range of experiences that enhance their learning and ensure they develop into well rounded individuals who are knowledgeable and self-assured. They celebrate different festivals such as the Nativity, Diwali, Eid and the Chinese New Year. The uniqueness of each child is further celebrated by the 'share and tell' sessions when each child brings something special to the nursery and talks about it.

The nursery liaises extremely well with the primary school and the children benefit from weekly music lessons from a visiting teacher at the school. The nursery works very well with all relevant agencies. The relationship with parents is outstanding as demonstrated when one parent described the setting as 'fantastic'.

There are many opportunities for them to work collaboratively, such as creating a cardboard house outside. Children designed and built this, decorated it and even built an extension. Children grow vegetables and herbs in pots around the playground and delight in being able to dig them up when ready.

Children are very aware of aspects of safety and always wear a sunhat when playing outside, knowing this will protect them from the sun. They play energetically outside but always with consideration for others. Children develop healthy eating habits. They all eat the vegetables they have prepared and display excellent manners. They understand the need for good personal hygiene but are not afraid to get messy in activities such a playing with sand, bubbles or painting.

Children make exceptional progress in all areas of their development. This stems from the excellent systems of observation, assessment, planning and evaluation undertaken and collated by the key workers and manager. The starting points of the children are established by parental questionnaires and detailed observation. Their progress is then monitored against the early learning goals and shared regularly with their parents. The assessment folders are detailed, excellent and contain photographic evidence of development which is passed to the parents.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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