

# St Clements Nursery School

Inspection report for early years provision

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| <b>Unique reference number</b> | 122523  |
| <b>Inspection date</b>         | 05/11/2009  |
| <b>Inspector</b>               | Carol Newman                                      |
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| <b>Type of setting</b>         | 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*.

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## Description of the setting

St. Clements Nursery School has been registered as a private nursery since 1996, and was a playgroup for 30 years before this. It operates from St. Clements Church hall in Ewell in Surrey. A maximum of 26 children in the early years age group may attend the nursery school at any one time. The nursery school is open each weekday from 09.30 to 12.00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 28 children, aged from two to four years, on roll. Children come from the local and wider areas. The nursery school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery school employs seven members of staff, who all hold appropriate early years qualifications and two members of staff are working towards a further qualification. The setting is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are effectively met in the industrious, considerate environment provided by the dedicated staff team. Staff recognise the uniqueness of each and every child and children are encouraged to learn and develop through their own independence and thirst for exploration. Staff are beginning to use self-evaluation to identify the strengths of the provision, and the way forward, but this has not been fully embedded into day-to-day practice, at present. However, staff have the drive and ambition to continually improve the children's experiences and to maintain the high standards already in place.

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

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

- ensure risk assessments are reviewed whenever the need arises, for example, when changes are made to the outdoor area (Suitable premises, environment and equipment) 26/11/2009
- maintain an accurate daily record of the names of the children looked after on the premises and their hours of attendance (Documentation). 26/11/2009

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

- take necessary steps to prevent the spread of infection, particularly with regard to hand washing facilities.

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

Thorough checks and excellent employment procedures mean staff are suitable to work with the children. Regular risk assessments, of the premises and outings, are carried out to ensure children play safely. However, these are not always reviewed when changes are made, for example, after the development of the garden. Staff have a good understanding of issues surrounding child protection, and they know what to do if they have concerns about a child in their care.

Staff are guided in their practice by a set of policies and procedures that are reviewed on a regular basis. Most documentation is well maintained and this contributes to the care on offer to the children. However, the system for recording the children's attendance is not effective enough to ensure it is always accurate. This impacts on the children's safety, particularly in the event of an emergency evacuation and it is a breach of requirements.

Staff are very well qualified and they attend training, whenever they can, to update their knowledge and skills. They make good use of resources and toys and equipment are stored to enable children to access them independently. The outdoor area has recently been refurbished and storage trolleys have been purchased to enable children to choose from a much wider range of resources, indoors and outdoors.

Staff evaluate the provision, on an informal basis, and they have a suitable understanding of any areas for development, for example, they wish to continually develop the parental involvement throughout the provision. Parents are extremely complimentary about the quality of care on offer to their children. They are kept well informed through display boards and twice yearly parents' meetings. Partnerships with other settings that children attend are a real strength. Staff from both settings meet together to plan suitable activities based on children's interests, that balance each other, for the individual children. Children play with many resources that reflect the wider world. For example, they have multi-cultural dolls and books in the quiet area and many different dressing-up clothes in the role play area. Staff learn a few words in children's home languages to ensure they can communicate effectively with them and the visual timetable ensures all children know what to expect during the day. Staff work very well as a team, to guarantee all the children's needs are effectively met.

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

Staff understand when it is appropriate to offer support to children's learning and when to leave children to explore for themselves. Children move freely from activity to activity and staff join in the children's play when invited, encouraging them to use their imagination and talk about their home experiences.

Children arrive confidently and put their belongings in their named pigeon holes. They enjoy activities that include all six areas of learning and they move freely from indoors to outdoors. Children learn about a specific letter and rhyme, at circle time, and participate in daily opportunities to sing and listen to stories in groups. Children's achievements in all areas are recorded on 'The Tree of Achievement and Love' and children develop imaginative scenarios in the well resourced role play area. For example, children dress up, using an excellent range of clothes and props, and they pretend to be doctors in the play hospital. Children explore 'autumn' at the nature table as they examine conkers through magnifying glasses and record their thoughts on the pads.

Staff make spontaneous observations of children's activities, throughout the morning, and these are used to identify and plan for children's next steps in their learning. Staff are constantly reviewing their observation procedures to ensure they are effective. They plan and provide for all individual children and they seek advice and guidance from external agencies to support their planning for children with special educational needs.

Children learn how to keep themselves safe through regular reminders about the rules of the nursery. For example, they understand they must stay on the mat until they are collected, at the end of the morning. Children demonstrate that they feel safe because they play confidently, indoors and outdoors, and willingly approach staff for support.

Children benefit from healthy snacks and regular drinks and they know they wash their hands 'when you get germs'. However, children share hand towels at the snack table and at the painting easel and this exposes them to the risk of infection. Children learn that regular exercise, in the fresh air, is good for their health and well-being.

Staff remind children to share and take turns and children respond appropriately. All children behave well and are keen to explore independently. Children clearly understand the routines of the setting and very good settling-in procedures mean children quickly feel comfortable in the nursery.

## 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

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

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

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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 | 3 |
| The effectiveness of partnerships  | 1 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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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