

St Bart's House

Inspection report for early years provision

Unique reference number

EY307640

Inspection date

11/01/2010

Inspector

Karen Scott

Setting address

17 Dover Road, Sandwich, Kent, CT13 0BS

Telephone number

01304 621911

Email

stbartshouse@aol.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Bart's House is one of four settings run by St Bart's Partnership. It is an established nursery that first opened in 2000; it was re-registered when the original owner formed a new partnership in 2005. It operates from four rooms in a large detached house in Sandwich. Children have access to enclosed outdoor play areas. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

St Bart's House is registered to care for a maximum of 30 children under eight years at any one time. There are currently 45 children aged from birth to under five years on roll, some in part-time places. The group also offers care to children aged over five years to eight years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children with special educational needs and for whom English is an additional language.

The setting employs 10 members of staff who work directly with the children; of these, seven hold appropriate early years qualifications to at least National Vocational Qualification level 2. Four members of staff are working towards a higher qualification. The setting provides funded early education for three and four-year-olds. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

St Bart's House is very successful at meeting the needs of the children in the Early Years age range and as a consequence children make excellent progress in a setting which they are very happy to attend. Staff have forged strong relationships with the children that they care for and this helps them to meet their needs. However the setting also values the input that parents and other settings children attend have and work very closely with both of these, helping children to make excellent progress through the developmental stepping stones. Since the last inspection the group has made many changes that have improved outcomes for children. In an ethos of continuous evaluation and a desire from all concerned to provide excellent childcare, the capacity to maintain improvement and outcomes for children is extremely high.

What steps need to be taken to improve provision further?

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

- continue to develop activity plans to reflect how individual children are to be supported and their learning extended.

The effectiveness of leadership and management of the early years provision

The owners and staff of St Bart's House are dedicated to improving their setting and the outcomes for the children that attend. Everyone, children, parents and staff are involved in evaluating practice, making improvements where necessary and monitoring those improvements. Consequently children benefit from attending a setting where practice is continuously evolving to meet children's needs. Recommendations made at the last inspection and suggestions from parents and carers have been acted on. For example after parental input there is now a fence around the front play area, helping to keep children safe from harm. Staff know their roles within the setting and are deployed very effectively. They participate in assessment of themselves and each other and benefit from much input as well as a continuous programme of training ensuring that childcare knowledge is up to date. Staff are keen to learn and feel valued and informed and this enhances their practice.

The setting has clear policies and procedures to ensure the safeguarding and welfare of children attend. Thorough written risk assessments are undertaken regularly and staff are observant of any hazards, reporting them immediately. Staff understand their role in the protection of children and as a consequence the setting is safeguarding children from harm. Staff have had training on equality and diversity and promote it through their interactions with children. There are some resources reflecting the diversity within society although this is an area that the setting would like to improve on. The group works with families to meet their individual needs and celebrates festivals of importance to them. Children who speak English as an additional language benefit from listening to songs and seeing the written word in their home language.

The group has established excellent relationships with the local school and other settings that children attend. They visit the local school with children due to attend and when they have started, sharing valuable information that helps them to meet children's individual needs. When children also attend other settings the group liaises with them and finds this invaluable, helping them to work together for the benefit of the children involved. When children require further support, staff work with outside agencies such as speech therapists to provide this. Consequently children are making good progress. Parents and carers are valued at the nursery and staff make time to speak to all of them at the end of each session, keeping them informed about their child's day. The nursery has an open door policy and parents are welcome to visit any time, participating in activities such as playing football for example. Parents are further kept informed through regular newsletters and informative notice boards. They enjoy looking at photographs of their children involved in activities. The group runs work shops for parents which are highly attended as well as regular appointments to share information about their children. Home visits, before children attend, have recently been introduced and are proving to be very successful helping the nursery to meet children's individual needs when they first start. Staff share children's Learning Journeys and progress records with parents regularly and parents may take them home adding their own input.

Working with parents and carers helps the nursery to meet children's individual requirements.

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

Children enjoy their play in a safe and secure environment and are relaxed and comfortable in their surroundings. They have formed strong relationships with each other and all the staff, happily going to them for support when it is required. Children show an excellent awareness of keeping themselves safe. For example they do not run indoors and inform adults as soon as they spill water, helping to mop it up. Children learn about road safety on their regular walks and about safety around trains when visiting the local train station. Children enjoy a vast range of homemade healthy meals and enjoy their lunches, tasting a wide variety of flavours, establishing a healthy eating pattern. Lunch time is a social occasion with staff eating alongside the children promoting good table manners and encouraging children to try the food they are served. Drinks are easily accessible and children remain hydrated. Children play outside regularly, whatever the weather, as suitable clothing such as Wellington boots and rain coats are available for all ages. However due to some rooms being upstairs children do not always make choices about when they wish to play outside. Children practise good hygiene, knowing when to wash their hands such as before meals. They are encouraged to undertake self-help tasks such as blowing their noses, knowing where tissues are located and where to put used tissues. Generally children sleep at the same time, after lunch, although individual sleep routines are respected in discussion with parents and carers.

Children play in a bright and welcoming environment where they are able to make choices about what they play with as toys and resources are easily accessible from clearly labelled containers. Children take pride in the environment, tidying up willingly as they know where everything belongs. They are kind and considerate towards one another, taking turns and sharing happily. Weekly interaction with a French speaking adult helps children to learn about differences as does their regular participation in a range of fund raising activities. Children are developing skills for the future. They have access to programmable toys and a computer which older children use independently. Children benefit from visits to local places of interest, learning about the wider community and are helped to make the transition from nursery to pre-school through presentations and interaction with the local school. Children enjoy planting their own vegetables in the garden and are keen to take any produce home to share with their families.

Children benefit from a range of adult and child led activities. Themes are planned around children's interests and staff are knowledgeable as to how children learn. For example, the theme in the baby room is nursery rhymes as the babies are showing interest in music and staff understand that traditional nursery rhymes enhance language development. An interest in dinosaurs has informed the activities for older children who are enthusiastically engaging in a range of activities that develop all their senses related to the themes of dinosaurs. Mathematical language and number recognition is introduced through play and

children develop their pre-writing skills when pretending to be waiters, for example. There are a range of books that children access with ease and help them to learn further about topics of interest. Children know that it is alright to be messy but also understand the consequences of making mess and are happy to tidy up. They are free to move resources around the room to extend the activities they are playing at. Staff are skilled at knowing when to stand back and let children lead their play but also plan activities that children are very keen and enthusiastic to participate in. Staff make regular observations of children and use these to assess their stages of development and to think about how they can extend children's learning further. Some activity plans show that children are being differentiated in the planning but this is an area that the group is still developing. Overall staff know the children that they are caring for very well, their likes, dislikes and how to interest them in activities that they enjoy and therefore help their developmental progress. As a result of this children are participating in a range of activities that promote all areas of learning and are making excellent progress through the developmental stepping stones.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

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
--	-----