

# St John's Nursery Group

Inspection report for early years provision

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**Unique reference number** 205391  
**Inspection date** 10/12/2009  
**Inspector** Rachel Wyatt

**Setting address** Our Lady Queen of Peace Church Hall, Bransford Road, St Johns, Worcester, WR2 4EN

**Telephone number** 07957930663

**Email**

**Type of setting** Childcare on non-domestic premises

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

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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. Johns Nursery Group opened in 1959. It operates from a church hall situated on the outskirts of Worcester City. Children have access to an enclosed outdoor play area. The group opens five days a week for 39 weeks of the year and sessions are from 8.45am until 3.15pm.

The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently 54 children aged from two to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery employs eight members of staff. Of these, one member of staff is a qualified teacher with a Level 4 early years qualification, another member of staff has a Level 4 qualification and all other staff have or are working towards an early years qualification to Level 3 or 2. The nursery is a member of the Pre-School Learning Alliance and provides funded early education..

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, active learners as the providers and staff create a welcoming, purposeful environment and successfully foster their independence and critical thinking. The providers and staff know each child well and work successfully with parents and other agencies to ensure children are well cared for, make good progress and are safeguarded. The providers demonstrate a good capacity to maintain continuous improvement, using self-evaluation effectively to appraise the nursery's strengths and to identify areas for development. Improvements are sustained as any changes are generally carefully planned, and the providers and staff access relevant training and advice to ensure they have the appropriate knowledge and skills to enable children to have the maximum benefit from new initiatives.

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

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

- develop further the opportunities for parents to contribute to discussions and reviews of their child's progress and to agree their learning priorities
- extend opportunities for children to contribute their ideas regarding the planning of topics and activities.

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

Children are fully safeguarded. The providers, who share management responsibilities for safeguarding, and their staff all understand their role to protect children from harm and to take prompt action should they have any concerns about a child's welfare. They attend relevant safeguarding training and discuss issues at staff meetings. The nursery's policies and procedures are robust and clear, reflecting current local and national guidance, and are available for parents' reference. Children's welfare is further promoted as all required information and consents are obtained before a child starts so that, for example, it is clear who may have legal contact with them and who has parental responsibility for each child. Effective recruitment, induction and staff development procedures also promote children's welfare as all adults' suitability is checked and the providers ensure staff are well-qualified and have the necessary skills, knowledge and experience.

The outcomes for all children are consistently improved because the providers are committed to the ongoing development of the nursery. Monitoring and self-evaluation, including seeking parents' views, are generally used well to identify and follow up clear targets for improvement. For example, a recently developed well-equipped, interesting outdoor play area, children's increased access to information technology and the successful introduction of a free-choice snack time have extended all aspects of their learning, especially their physical competence, independence and critical thinking. Actions for improvement and previous inspection recommendations are promptly and successfully tackled, enhancing children's safety and their ability to manage their own personal hygiene and other routines, and ensuring they are consistently offered more challenging activities, and experiences.

Children's good progress is endorsed by effective support from the providers and staff. They ensure sessions and routines run smoothly and activities are carefully planned and well-resourced so children settle well, are keen to join in, and are purposeful learners. Children also thrive because the nursery promotes their individuality, confidently planning and organising activities to take account of each child's interests and learning styles, their special educational needs and/or disabilities and their home languages. The nursery's learning environment is inviting and accessible to all children as they know what is available and they can help themselves to toys, games and books. The nursery's effective relationships with other agencies working with children ensure continuity and appropriate levels of support for each child. The providers recognise the importance of working in partnership with other settings children attend and have been proactive in contacting these. From the outset the nursery engages well with parents and carers, ensuring they are well-informed about how the group operates, for example, through the prospectus and settling-in visits. Parents appreciate both written and verbal feedback about their child's activities and routines and they are encouraged to share what they know about their child, especially when they first attend, which helps staff assess children's starting points. However, although parents are encouraged to see and discuss their child's progress records at

anytime, the group does not routinely arrange for parents to contribute to reviews of their child's progress and learning priorities.

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

Children make good progress and enjoy learning. Effective planning and robust assessment procedures ensure each child is offered an enjoyable and challenging experience across all areas of learning, taking account of their individual starting points and their ongoing learning needs. Planning and support for children with special educational needs and/or disabilities is effective. The nursery works well with other professionals and develops clear individual plans with achievable targets so children have good support and access relevant resources and equipment to help them achieve at their pace. From their observations, staff develop an increasing awareness of children's interests and incorporate these in activities, but do not fully involve them in discussing their ideas for activities and toys at the planning stage. Children are eager join in activities because these are interesting and well-equipped, and adults adeptly help them to concentrate, foster their critical thinking and promote their collaborative and independent learning.

Children develop good skills for the future. They are independent and resourceful because staff develop their confidence and skills, for instance, in deciding what they want to play with and in managing their personal care and hygiene routines by themselves. Children behave well, make friends and play together well, taking turns and sharing, for example, when working together at the computer or playing board games. Through their play, discussions and activities children learn respect for their differing backgrounds and for the wider community. Their critical thinking is consistently fostered so children confidently work out number problems and readily compare items according to shape, colour, size or type. Children are articulate, chatting socially, recalling events and they competently ask and answer questions. They listen attentively and enjoy stories, songs and rhymes. Children recognise letters and sounds, develop good pencil control and make recognisable marks. They are curious and imaginative, for example, enjoying small world play when they can act out scenarios and discover how things such as a realistic toy crane works. Children are creative, using colourful and interesting resources to express ideas in their paintings, drawings and craft work.

Children's good health and well-being are fully promoted. Relevant information is obtained about their individual medical, health, dietary and care needs, which are clearly understood by staff and met in the nursery. If children become unwell, have an accident or need medication they have prompt appropriate treatment and the risks of cross infection are minimised. Clear records are maintained and parents are fully informed about their child's condition. Children also learn about the importance of a healthy lifestyle. They understand the need for good personal hygiene and during well-managed snack and lunch times talk about and make healthy choices about what to eat and drink. The development of a well-equipped outside area has helped children to really appreciate being outdoors, and to become physically competent in movement, balancing and using various wheeled toys. Children are kept safe. The nursery has reviewed and updated safety

procedures, including risk assessments and fire procedures, so that equipment is well maintained and all areas of the premises are secure and free from hazards. Children develop a sound understanding of safety issues and behave in ways that are safe for themselves and others. For example, through daily discussions they learn about possible hazards, how to manage more challenging equipment and what to do in an emergency, with regular opportunities to take part in evacuation drills. Children are also sensitively helped to explore different feelings and to talk about ways to protect themselves from harm. Regular visits, for example, from the police help to reinforce their understanding of personal safety and road safety.

## 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

<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

<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	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

<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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## **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