

BRIGIDINE SCHOOL WINDSOR

Inspection report for early years provision

Unique reference number

EY381885

Inspection date

29/09/2009

Inspector

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Setting address

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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*.

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Description of the setting

The Brigidine School opened in 1948 and was registered for two year olds in 2009. The nursery is located in a purpose-built building and is part of the independent day school, which is in Windsor, Berkshire. Children are cared for in a designated area within the nursery. This includes a play area and changing facilities. They share the toilet area with the nursery children. Children also have access to an enclosed outside play area and the school playground.

Children attend on a part-time basis. The nursery is open from 8.30 until 12.00 Monday to Thursday, term time only. The nursery supports children for whom English is an additional language and those who have special educational needs and/or disabilities.

Children attend the nursery from the age of two to four years. Boys and girls attend the nursery and school until they are seven years of age, with the education from the age of seven to eighteen being available for girls only. The school serves a wide geographical area. The nursery is on the Early Years Register only for the two-year-old children who attend. The nursery is registered to care for a maximum of 12 two-year-olds at any one time. At present, there are five children aged two years on roll. The two staff currently working with the children hold a recognised childcare qualification. This inspection relates only to the children aged two years attending the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because all staff have a secure understanding of the Early Years Foundation Stage (EYFS) requirements. Evaluation of practice is ongoing and staff are committed to secure improvement. The setting provides a caring and safe environment for all children in which their individual needs are recognised and respected.

What steps need to be taken to improve provision further?

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

- extend the complaints procedure to include the contact details of Ofsted
- continue to develop self-evaluation of the setting, taking into account the views of staff and parents
- extend the planning of activities to include the outside play area and encompass the integration between the younger children and main nursery.

The effectiveness of leadership and management of the early years provision

There are clear procedures in place to promote children's safety. Effective recruitment procedures ensure that all adults working with the children are suitable to do so. Staff have attended recent training and have a clear knowledge of child protection issues. They are aware of the indicators of abuse and understand the procedures for reporting concerns. Written procedures contain all the required information including the contact details of relevant agencies. Staff monitor children's safety to a good level and are vigilant at all times. Risk assessments are completed on all areas to identify and minimise potential dangers.

There is a clear complaints procedure which provides parents with relevant information of the various stages of the complaints process. Although being revised, currently, it does not contain contact details for Ofsted as the regulators.

The systems in place to self-evaluate the group's practice are ongoing. The small staff team work well together and also have a strong partnership with the adjoining nursery which promotes continuity of care for the children. The setting has links with external agencies to support children's additional needs. Children benefit from the strong partnership staff have with their parents. For example, parents are made very welcome into the setting and feel at ease to settle their child according to their individual needs. Home link books provide effective forms of communication and promote continuity of care. The contribution that parents make to children's learning is valued by staff who provide parents with information relating to the topics and other areas of learning. This provides parents with a clear understanding of what children are learning and enables them to follow the topics through at home or offer useful resources for the children to bring into the nursery.

Staff value the diversity of the families who attend. There are good systems in place to ensure that staff are aware of children's requirements and staff respond well to their individual needs. For example, children who feel secure when carrying or having their school bag near them are allowed to do so, thus promoting children's confidence and self-esteem.

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

Children's observations are accompanied by photographic evidence of the child during the activity. This captures the moment and along with information relating to the EYFS, it enables parents' understanding of the learning outcomes of each activity, thus promoting a stronger partnership.

Children develop good skills for the future. Staff are aware of the requirements of these very young children in relation to the concentration levels and adapt activities appropriately. The cosy and inviting book corner is available for children who enjoy independent access. Staff extend children's language and numeracy

skills as they look at number books with the children and encourage them to talk about the pictures and count the number of objects on each page.

Children's physical development is promoted through the use of climbing frames, balancing equipment and bicycles. Children use the outdoor equipment proficiently, jumping from one hoop into the other. Children very much enjoy the attractive outdoor area. They gaily saunter along, with a garden basket dangling from their arm, and collect conkers, leaves and fallen apples. They then sit down to reflect on their 'load' and count how many items they have. During indoor musical movement, children gain much enjoyment from singing songs with related body actions. They show high levels of concentration and put a great deal of enthusiasm into the movements.

Through planned activities, children are beginning to gain a clear understanding of how to promote a healthy lifestyle in relation to the foods they eat. For example, they learn that some milk originates from cows and that this can then be used to make other dairy items such as cheese. Staff promote children's independence at snack time as children are able to cut their bananas into segments for themselves. Cups and water jugs are available for the children which enables them to remain hydrated.

Children greatly benefit from the wide variety of art and craft activities. They enjoy painting and sticking, use a variety of tactile materials such as sand, water and dough and participate in activities such as sandwich and pizza making. They have fun in the small home-corner, bringing their bowls of sand into this area and using the cooker.

The young children use a small area of the nursery and their environment is bright and stimulating. On some occasions, children have access to the main nursery area which further supports their learning opportunity. The activity plans include the main topic and focused learning activity. Although the garden is used daily, there are no specific plans for outdoor play and as a result, the best learning opportunities for this area are not always realised.

Children are gaining an understanding of how to keep themselves safe as staff reinforce safety issues at the children's level of understanding. Children's behaviour is good. They share play items and cooperate with each other and age-appropriate disagreements are sensitively managed, supporting their emerging understanding of right and wrong.

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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