

St. Michael's School House Nursery

Inspection report for early years provision

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Inspector Gordon Jackson

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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*.

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 Michael's School House Nursery first opened in 1990. It is part of the St Michael's Childcare Trust Limited. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a Victorian house in the grounds of St Michael's School in Bracknell, with which it has close links.

The nursery is open each weekday from 09.00 until 11.30 and from 12.30 until 15.00 during school term times. A lunch time club is run during school term times only. Children can attend either a variety of sessions or full days. The after school club opens five days a week during school term times and sessions are from 15.15 until 18.15. The holiday club operates during school holidays and is open between 08.45 until 18.15. All children share access to a fully enclosed outdoor area.

A maximum of 25 children may attend at any one time. There are currently 63 children aged from two to under five years on roll. Of these, 60 children receive funding for nursery education. Children attend from the local surrounding area. The nursery is fully inclusive and currently supports a number of children with special educational needs and also a number of children who speak English as an additional language. There is disabled access to the setting. At any one time there are four staff members employed to work directly with the children. Four of the six staff available hold relevant early years qualifications and the others are receiving training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting places a high priority on providing a safe, supportive and happy environment. As a result children feel safe and secure and enjoy the good provision. Partnership with parents features strongly and activities are carefully supervised. The manager and her staff use appropriate monitoring systems and are aware of individual children's needs. Overall, children achieve well, make good progress and develop self confidence. The nursery actively promotes inclusive practices and has good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- provide wet weather play areas to extend available areas on wet days
- improve the appearance of the toilet areas

The effectiveness of leadership and management of the early years provision

The facility is well led and managed. It provides a caring and fully supportive environment where staff know the children well and readily welcome parents.

Safeguarding policies are well designed and ensure that children are well protected. Regular checks are conducted to ensure that a safe and secure learning environment is created and maintained. A broad range of indoor and outdoor activities ensure that children are suitably stimulated, though on wet days, outside play is not readily available because of the lack of covered outdoor play areas.

A comprehensive range of policies and procedures are in place in order to promote the safety and welfare of children and previous recommendations have been fully met. The manager and her colleagues use sound self evaluation processes to identify areas and systems for improvement and readily accept parents' views. Well developed procedures exist for keeping note of the progress and achievements of children. As a result staff are able to accurately evaluate the overall value and effect of the activities provided.

Good relations exist with parents and carers and good communications exist with full details about the club being readily available. Parents value the provision and children are enthusiastic about attending.

The setting is run well on a day to day basis. The manager and her staff are dedicated and caring. They ensure that an inclusive environment is created and is one in which the children can develop a range of social and other skills. There is good short and long term planning in which all staff are able to contribute ideas. The recently introduced free-flow range of activities helps to create independence in the children and an emphasis on child led experiences adds to their enjoyment of activities undertaken. The staff are fully conversant with their roles and actively engage with the children in promoting learning in the relevant Early Years Foundation Stage areas.

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

Children feel safe in the knowledge that they can trust staff, and reflects the good arrangements for their welfare. Parents of children who stay for packed lunch are given good advice on healthy eating practices. Mid session snacks consist of a range of fruit and milk or water and discussions and posters help to make children aware of the importance of good eating habits and of exercise. Sensible behaviour and good table manners are the result of effective practices being modelled by the staff. A 'family' eating arrangement at both lunch and snack times makes the children aware of each other's needs. As a result, good social skills and an awareness of the importance of cooperation are developed. Posters and staff awareness are used to encourage children to wash and dry their hands after a toilet visit. Although clean, the age of the building means that the appearance of the toilet areas is not up to modern standards.

Good efforts are made by staff to ensure that the children's time at the nursery is used to develop a range of social and other skills through a range of carefully chosen activities. The nursery aims to develop the children as individuals through the range of activities available and cooperation is strongly fostered. Children have a free choice of activities to pursue and harmonious relationships are in evidence

at all times. The well used outdoor area has ample space which enables the children to develop physical skills. It was good to note that the children themselves had played a part in designing a list of rules for the nursery which helps develop a sense of responsibility. This is a credit to the children and staff. Both number skills and language and communication skills are developed effectively through good use of appropriate activities and staff discussions with both individuals and groups. Social skills are further developed as children play together well.

The success of the nursery and the children's reactions and overall happiness is due to the shared goals of the manager and her staff. They ensure that parents are very supportive of the nursery and its day to day organisation.

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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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