

St Marys Community Nursery CIC

Inspection report for early years provision

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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

St Mary's Community Nursery CIC is a new registration due to a change of premises and re-registered in 2009. The nursery operates from the head office of Children's Play Day Nursery in Wyke, Bradford. Children generally attend from the local community and have access to two adjoining play rooms. The nursery operates during term time only and opens each morning from 9.15am to 3pm. An enclosed outdoor play area is available.

The setting is registered to care for a maximum of 30 children aged from two to five years at any one time and is registered by Ofsted on the Early Years Register. There are currently 45 children on roll attending on a full- and part-time basis. The nursery employs six staff who work with the children, including the manager. All staff hold appropriate early years qualifications. The setting is not currently accessible for children and adults with mobility difficulties. A quality assurance scheme has been completed and the nursery receive ongoing support from the Bradford Under Fives Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good attention is given to meeting the learning and development needs of children. The children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are very much valued and respected as individuals. Predominantly robust systems are in place to promote the welfare needs of children. The provider assesses the provision well and accurately identifies most areas for improvement. A good capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- improve the hygiene arrangements at snack time to include the use of plates for children
- ensure all risk assessments are signed by the person who carried out the check.

The effectiveness of leadership and management of the early years provision

The provider and staff demonstrate a generally sound understanding of their role with regard to safeguarding children. For example, they hold current first aid certificates, they know what to do if concerned about a child and staff are suitably vetted. Risk assessments are predominantly robust and minimise potential risks to

children inside and outdoors, but these are not always signed by the person who carried them out. Systems are in place to keep the children healthy, and these are generally good; staff teach the children to wash their hands at appropriate times, and the sickness policy is effectively implemented to prevent the risk of any cross-infections. However, the children do not use plates at snack time which compromises their health. Staff are deployed well in the rooms to meet the needs of the children and they work seamlessly together as an effective team. The accommodation is organised effectively to support the children's overall development and welfare.

Inclusive practice is promoted well by gathering important information from parents regarding children's individual needs, to help support their overall learning and development. The key-worker system works well; specific times are allocated during the week for the key worker to devote exclusive attention to their small group of children. As a result, the individual personalities and learning styles of the children are taken into account by staff in order to plan for each child's development. The environment reflects users of the provision and a range of people in the wider world, through positive images of diversity in toys and displays. This helps all children to feel welcome. The setting supports children with special educational needs and/or disabilities well by working in close partnership with parents and external agencies. Children are independent; they select their own toys and equipment which is stored at their height, and individual children's art work is displayed so that they feel valued and develop good self-esteem.

There are good systems in place to evaluate the service offered. The manager works within the setting and monitors and supports staff on a daily basis. Regular staff meetings are held and ongoing training is encouraged. The staff meet every week to evaluate the children's responses to activities, their individual interests, and to plan. Parents are requested to complete questionnaires, they talk to staff most days and are invited to parents evenings. As a result, everyone is involved in the evaluation of the service and areas for improvement are identified. For instance, when the nursery re-organised key groups due to an increase in numbers, one parent requested that their child's key worker remain the same and this was arranged. The nursery has also secured a grant for developing the outdoor play area. The setting has followed advice given from the quality assurance scheme to improve outcomes for children; such as, making more space available for role play and obtaining additional resources for music.

Partnerships with parents and carers are good. There are effective systems in place to exchange information and extend children's learning at home. For instance, daily discussions take place, child development records are freely available to parents, regular newsletters and planning sheets share with parents the current themes. Parents discuss their child's development with staff in detail at parents meetings. Parents and carers are made most welcome and are invited to stay in the setting. A grandma who has not seen her grandchild all week pops in for a short, unannounced visit. Links with other settings delivering the Early Years Foundation Stage have been developed well. The nursery shares diaries with childminders and schools where children attend and works with a speech and language therapist, in order to complement the children's learning and share

information. The nursery has been nominated by parents, and won for the second successive year, a 'Helping Hands' award for their work with children in foster care.

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

The children make good progress in their learning and development. Good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and their next steps for progression. Relevant information is obtained from parents before their children begin. This helps the staff to be able to plan for their individual interests. As a result, children settle well and are suitably challenged to extend their learning. Plans of activities are used flexibly to follow the direction that each child may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

The children learn about their personal safety and how to remain safe as they play. For instance, they are reminded not to run indoors as staff explain that they could trip and hurt themselves. Healthy, balanced and nutritious snacks are given to children, and they enjoy slices of cucumber and pieces of cheese with whole milk to drink. The staff support children's learning about healthy lifestyles very well. For instance, they tell them that cheese makes bones and nails strong and helps you grow, and visitors such as a nurse discuss with children how to be healthy.

The children know they must wash their hands before eating and after using the toilet, the habit is well-formed so that most children perform these actions automatically. Good emphasis is put on children receiving fresh air and exercise outdoors and children play out regularly. Suitable alternative arrangements are made if the weather is inclement, such as dancing sessions. Children love to clap their hands, jump on the spot, swing their arms, bend their knees, and kick their feet to music, and so they learn about what their bodies can do. A drink of water is given to the children after exercise so that they remain healthy.

Children from a variety of age groups and backgrounds respond happily in this environment which is well-organised, enabling them to be independent and develop skills for the future. For example, they make decisions about what to play with from well stocked resources which are easily accessible. The children learn self-care skills, such as putting on their dressing-up clothes and their own coats and hats. They like to help with sweeping up and tidying away the toys. As a result, they learn to take responsibility and gain self-confidence. The children are happy, well-behaved, interested and occupied in the setting, and enjoy warm relationships with the staff.

The children communicate well: they talk about what they are doing and are supported well by staff who extend their conversations. Story time and singing sessions are very popular with all the children. They are totally absorbed as they listen to stories, they join in with gusto because they are read to with infectious enthusiasm by staff. Thus, they develop good concentration, their ability to listen, memory skills, a love of books, and extend their vocabulary, while having a great

deal of fun with their friends.

The children learn well about the world around them and regular visitors are invited into the setting to assist with this. For example, a blind lady who came to the nursery with her dog, explained to the children how she managed everyday tasks. The children develop mathematical skills for the future as they learn about size, calculation, counting and matching skills in both planned activities and everyday situations.

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	3
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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