

Shrewsbury Cathedral Catholic Nursery

Inspection report for early years provision

Unique reference number 224194
Inspection date 15/01/2010
Inspector Fiona Robinson

Setting address The Demountable, Shrewsbury Cathedral Catholic School,
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Telephone number 01743 363859
Email
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

Shrewsbury Cathedral Catholic Nursery is located in a demountable building within the grounds of Shrewsbury Cathedral Catholic Primary School, in the Castlefields area of Shrewsbury, Shropshire. All children share access to a secure enclosed outdoor play area. There is ramped disability access to the setting. It is run by a committee. A maximum of 20 children may attend the nursery at any one time. There are currently 38 children aged from two to under five years on roll. Of these, 28 children receive funding for nursery education. The setting is open from 8:45am until 11:45am and 12:45pm until 3:45pm on a daily basis during term time only. Children can attend a variety of sessions, either morning, afternoon or full day sessions and there is a lunch club facility available from 11:30am until 12:30pm. The nursery currently supports children with special educational needs and/or disabilities and those for whom English is an additional language. The setting is registered on the Early Years Register. There are five members of staff working with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the provision was judged to be outstanding because an excellent range of well-planned activities ensure the children's individual needs are fully met in an exciting, inclusive environment. Children behave very well and their safety and well-being are promoted very effectively. Partnerships with parents and the host school are excellent and information is shared very effectively. Manager and staff demonstrate excellent commitment to continuous improvement and have a very clear idea of their strengths and areas for development. Children enjoy their time at this setting and achieve very well.

What steps need to be taken to improve provision further?

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

- to further improve the high quality early years provision the registered person should consider developing the use of technology in the setting.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well, because staff have an excellent understanding of safeguarding procedures. Security is excellent and children are very well supervised indoors and outdoors. Thorough risk assessments are in place and daily safety checks are carried out. There are rigorous and robust systems in place for staff recruitment and the collection of children. Excellent use is made of

the outside area, school playing field and Coppice Wood, and children use a range of equipment that is safe and suitable for their age.

Partnerships with parents are excellent, because staff keep them well informed of their children's achievements and progress. Learning stories, observations and planning are shared regularly with parents. They say staff provide excellent learning experiences for the children in a warm, welcoming environment. Information is shared with parents through comprehensive newsletters, informal discussions and the notice board. There is a strong sense of community spirit and diversity is valued as parents and children are invited to share special festivals and other family celebrations. Links with the host school are excellent ensuring a smooth transition for children to their next stage in learning.

The setting is very well led and managed and excellent self-evaluation systems ensure that improvements impact on the children's experiences. Regular appraisal of staff is carried out and continuous professional development is valued. The manager and staff have high expectations and regularly monitor activities. Excellent care and sensitivity is shown towards children with special educational needs and/or disabilities, and children with English as an additional language. Teamwork is strong and manager and staff have an excellent awareness of the strengths and areas for development in the setting. They actively promote equality and diversity and children are fully integrated into activities. Very effective use is made of resources to meet the needs of the children in the setting. Staff recognise the need to further develop the use of technology in the activities. Overall, staff demonstrate an excellent capacity for improvement.

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

Children enjoy learning through a wide range of play and practical activities. Staff have an excellent understanding of the children's interests and build these into the activities. They meet regularly to plan activities and share observations. These are entered into the children's individual learning stories. Children experience excellent continuity of care through the key person system. They achieve very well across all areas of learning and are keen to take part in the interesting range of activities.

Children listen well to stories such as 'Lost in the Snow' and enjoy building dens in the outdoor play area. They tunefully sing 'Five Currant Buns' and most can count up to ten and beyond. They recognise their names and most know how to write them. They are keen to practise their skills in the sign language 'Makaton' when they sing songs in French and English. This provides positive support for children for whom English is their second language and enables them to communicate with one another. They enjoy creating collages of autumn and painting snowy pictures. Opportunities to use the computer are welcomed; however staff have identified the need to increase the use of technology, such as computers and digital cameras, in their activities. Children enjoy building models and observing changes as they add water to cornflour and watch ice melt. Their skills are developed very well through topics such as 'Winter' and festivals such as Diwali, Christmas and the Chinese New Year broaden their experiences.

Children develop an excellent knowledge of how to keep themselves safe and healthy. They enjoy playing outdoors and learn to use equipment safely as they ride their bicycles and tricycles. Children enjoy mealtimes together and help to prepare healthy snacks such as fruit cocktails and smoothies. They build excellent relationships with one another and share caring thoughts in circle time. They behave very well because staff are excellent role models. They respond very well to the outstanding care and support they are given and enjoy fundraising. Overall, children are very well prepared for life outside the school day and future learning experiences.

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	1
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

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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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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