

All Saints Nursery

Inspection report for early years provision

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Inspection date	09/02/2010
Inspector	Carol Johnstone
Setting address	Church Hall, Western Road, Branksome Park, Poole, Dorset, BH13 7BP
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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

All Saints Nursery was registered in 1970. It is a committee run group which operates from All Saints church hall in Branksome Park, Dorset. Children use the main hall and reception area and there is an enclosed paved area for outdoor play. The nursery is registered on the Early Years Register to provide care for 26 children between the ages of two to five years. There are currently 58 children on roll. The nursery supports children who have English as an additional language. They are open each day from 9am to 1pm and on Tuesday and Thursday there is an additional lunch club and afternoon session until 3.30pm. The group open in term time only. There are nine staff employed, all of whom hold appropriate qualifications in childcare. The manager has completed a Foundation Stage Degree. The nursery receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very confident and happy in this calm and well-organised environment. Staff use resources imaginatively and children are able to choose from a variety of activities each day. Children's independence is encouraged during the predominantly free play sessions and staff support them effectively. Children make good progress within the Early Years Foundation Stage (EYFS), particularly in their social development and their communication.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all staff have daily access to information about children's dietary requirements or food allergies (Safeguarding and Welfare) 09/02/2010

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

- ensure that all staff have an increased understanding of the abilities of each other's key children; where they are in their progress and which next steps have been identified for them
- use the planning of activities to more clearly focus on children's individual learning needs

The effectiveness of leadership and management of the early years provision

There is strong leadership and a cohesive team who all contribute to the regular process of self-evaluation to identify areas for development. All staff work very

flexibly during the sessions and monitor the activities, deploying themselves where they feel children will benefit from support. Training and development is continually encouraged and consequently staff feel very valued. The staff team is long-standing and stable and parents say they find this particularly beneficial. There are thorough suitability checks taken up during the recruitment process in order to protect the children. A probationary period also ensures that staff working with the children are suitable to do so. Staff performance is regularly evaluated through appraisals.

All staff have sound understanding of the types and signs of abuse and what procedures should be followed if there are any concerns about a child. Consequently, appropriate help would be swiftly obtained in the event of a child needing specialised support. The staff team regularly meet to discuss safeguarding issues and have compiled their own safeguarding booklet for the nursery. Children are kept safe from the risk of intruders, with effective security on the door and the presence of a member of staff when they arrive and leave. Visitors are signed in and out and their identity is checked. Daily risk assessments are carried out to ensure that there are no hazards left by other users of the premises. There are also risk assessments carried out before any outings. Accident and medication records are correctly completed and many staff have current first aid certificates. Staff obtain medical information about each child when they first start attending. However, although details of any allergies are relayed to all staff initially, the written list of what should not be given to particular children is not easily accessible for staff preparing snacks. This could be potentially harmful.

There are very positive relationships with parents and friendly communication on arrival and collection of the children. The team work hard to involve parents in the nursery and recently there was a joint outing with parents and a meeting afterwards with suggestions of how to continue the learning gained from the outing at home. There are regular newsletters and questionnaires sent each term to keep parents informed and to invite feedback. There are also parent evenings where children's progress is discussed with the key workers. Parents find the staff very approachable and caring.

Staff work hard to help children who have English as an additional language to feel included. They learn key words to help communication and parents are invited to come and talk to the children about their culture. Special things are brought in from home to share with all of the children and to help increase their awareness of how to celebrate difference. There is a trained special needs coordinator in place who supports children with special educational needs and disabilities. There are plans in place for sharing development information about the children if they attend other settings during the week. This ensures that there will be continuity within the delivery of the EYFS.

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

Children enjoy their time in the nursery. They are very vocal and chat easily to each other and to staff, talking about what they are doing. Children can

independently choose their activities and staff set out a variety of resources at each session based on what the children are showing interest in. There is painting, construction, small world, role-play, a book corner and puzzle area. There are also some adult led activities during the session, such as number work and practising scissor control.

Staff know where their key children are in their progress and what areas they need to work on to help them progress. When they work with their own key children, their next steps are clearly focused on. However, when staff carry out some adult led activities with the whole group of children, they do not always have a sufficient understanding of the abilities of each other's key children. Consequently, some activities are not as effective as they could be. The general planning of activities covers the six areas of learning and the children's interests. However, although it is used to facilitate progress in groups of children who may be showing signs of needing extra support in areas such as climbing, it has not yet been fully developed to focus on children's individual learning needs. Assessment records are well organised and clear. They also contain many photos which parents enjoy seeing.

Children learn about how to live healthily. They enjoy topics such as 'all about me' where they find out about how their bodies are made and they study x-ray pictures to look at bones. Children and the staff bring in photos of themselves as babies and they discuss how they have grown and developed. There are visits from dental hygienists and doctors who talk to the children about health and hygiene. Children are encouraged to wash their hands regularly and have made posters for the toilets to remind them. There are healthy fruit snacks each day and children are encouraged to drink plenty of water and milk to keep them hydrated. In the summer months, children grow, cook and eat their own vegetables such as carrots and potatoes. A baker has also visited to show the children how to make bread. Children have regular exercise each day and they 'free flow' to and from the outdoor area, where there is a range of climbing and balancing equipment, bikes and balls. Children also have fun with the sticky kids tape where they jump, hop and dance.

Children behave extremely well and work very cooperatively with each other. For example, six children work quietly together to make a large train track, discussing what piece should be used next and where it should go. Children have a strong sense of right and wrong. They know what is acceptable behaviour and what is not and immediately tell staff if someone has said something unkind or is not sharing. Staff quickly go and deal with this in a quiet and gentle way. There is a kindness tree where children's efforts are acknowledged on individual leaves and this is proudly displayed for all to see. There is also acknowledgement and praise when children do a particularly nice piece of work, for example, a lovely painting and staff use a special stamp to validate it. This helps to build children's sense of pride, self-esteem and confidence.

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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