



## St. Martins Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY258082
<b>Inspection date</b>	06 December 2005
<b>Inspector</b>	Hilary Mary Mckenning
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<b>Registered person</b>	St. Martins Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

St. Martins Day Nursery is a single storey building, situated in a village within commuting distance of Barnsley town centre. The nursery offers care in the whole of the building. The large open room is divided into 2 separate areas, one of which will accommodate children aged 2 to 3 years. There is a separate room for children under 2 years with an adjacent sleep room. There is direct access to a fully enclosed outdoor play area.

The nursery offers day care for a maximum of 47 children from birth to 5 years, throughout the year, Monday to Friday, 8:00 to 18:00. The nursery also offers a before and after school club, collecting children from the local school. During school holidays children can attend the holiday play scheme.

There are currently 58 children attending a variety of sessions. Of these, 20 children are in receipt of nursery funding. The nursery cares for 19 children before and after school.

There are nine full-time and four part-time members of staff working within the setting, all having early years qualifications.

The nursery is currently working towards the National Day Nurseries Association Quality Counts scheme. The nursery receives support from Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are well-protected from illness and infection as staff follow effective hygiene routines to keep the premises clean. For example, they frequently check and clean the toilets throughout the day. Children receive good support and guidance from staff in understanding the importance of good hygiene and are independent in attending to their personal care. For example, they discuss the importance of washing their hands with staff. Children enjoy well-balanced meals which include a variety of nutritious foods such as fruit and vegetables. Children are developing some independence as they feed themselves, with support from staff, using child-size cutlery. However, organisation of snack and meal times does not fully promote independence for older children. Children are well-rested and alert and so enjoy their play. This is as a result of staff finding out from parents about their children's individual needs, such as sleep times and health care. For example, parents spend time with staff to become familiar with individual children's routines.

Children enthusiastically enjoy regular outdoor play, which contributes to their overall good health. They are developing co-ordination and control of their bodies as they run forwards and backwards, jump and skip. They successfully manoeuvre wheeled toys around the playground. Children move confidently and safely, indoors and outdoors, successfully negotiating space and obstacles. Babies explore their immediate environment, encouraged by staff that stay physically and emotionally close.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in secure and welcoming environment by staff who fully understand their role in keeping children safe. They are protected from potential danger as staff check the premises daily and take steps to minimise risks. This

enables children to move around freely and safely, indoors and outdoors. Children learn to keep themselves safe as staff involve them in discussions and teach them safe practice. For example, older children move confidently around soft play area.

Children access a good variety of safe, suitable toys and play materials. Resources for older children are organised in low-level storage and child sized furniture, making it easy for them to reach. Play materials for babies are placed nearby, encouraging them to move towards them.

Children's welfare is safeguarded as staff understand their responsibilities for protecting children and have up-to-date training. However, regular checks on electrical and fire equipment are not routinely recorded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and secure because staff take time to get to know them and foster warm, trusting relationships. Children engage purposefully in solitary play or play co-operatively with their friends, reassured by the presence of familiar adults. Non-mobile babies are placed near to mobile babies and young children and so that they interact by watching, making eye-contact and using gestures. Children receive good levels of support from staff, who observe children and know when to involve themselves in children's play and when to allow them freedom to explore at their own pace.

Children arrive at nursery showing enthusiasm and anticipation for the day's events. They confidently make choices about their play, selecting activities independently from the well balanced range available. Children explore freely in activities, such as water and sand play and find out what they can do with play dough. Children under two years enjoy many pleasurable experiences. For example, they laugh with delight as they have fun in the soft play area. Children are developing very good communication skills as staff actively listen, skilfully involve older children in conversations and respond to babies' first impulse to communicate. For example, they provide many opportunities for face-to-face interaction, echo babies sounds and talk through their actions.

### **Nursery Education**

The quality of teaching and learning is good. This ensures children make good progress through the stepping stones. Children's progress in personal, social and emotional development is very good. This is because staff understand that this area of learning supports children's development in all other areas and give it priority when planning. Children are motivated to learn through their involvement in planning activities which capture their imagination and interest. For example, they confidently contribute when making a map of the local area. Children's behaviour is very good and reflects the high expectations of staff. They manage their own behaviour well, using language to resolve conflict and follow the good example set by staff as they tell each other 'That's not very sensible.'

Children are very good communicators and use language confidently for a variety of purposes. For example, they initiate conversations, make their needs known verbally and re-tell their favourite story. Children learn effectively about space, shape and measure through many practical activities, such as exploring capacity in water play. They have proficient counting skills and are introduced to number operations in focused activities. However, opportunities are missed for them to experiment

with simple number problems in real situations, such as working out how many cups are needed at snack time. Children's imagination is successfully stimulated as they act out real and imaginary experiences with role play and small world resources.

Staff find out as much as they can about children's interests by talking to parents and observing children as they play. They regularly assess children's progress through the stepping stones for children's learning and provide a clear picture of their progress for parents. This information is used to plan further challenge for more able children. Staff make good use of open-ended questions to develop children's thinking and encourage them to use their imagination. They have secure knowledge of the early learning goals and use this to plan a relevant curriculum which includes all six areas of learning. Planning is flexible enough to respond to children's interests, which ensures they enjoy their learning.

### **Helping children make a positive contribution**

The provision is good.

Children have a strong sense of belonging and feel at ease in the nursery environment. They are warmly welcomed by staff that are sensitive and value their individuality. Staff work closely with parents to find out what is important to children, such as family occasions and special events in their lives. Children know they are valued, as staff listen attentively to what they say and ask questions about their experiences and interests. For example, they make sure they greet each child individually on arrival and talk to them about what they've been doing at home. This contributes effectively to children developing self-esteem.

Children's spiritual, moral, social and cultural development is fostered in nursery. Children play harmoniously together, are aware of their own needs and show consideration for the needs of others. For example, older children explain the way to play a computer game to younger children. Children confidently share information about themselves and listen with interest when others share their news. This is due to staff planning opportunities for them to be together in group times and independent play. For example, a small group of children spontaneously talk about their favourite story book and one child begins to tell the story.

Partnership with parents and carers is good. Parents are confident in approaching staff and regularly share their views and what they know about their child. Staff keep parents well informed about what their children are doing and learning through good quality information. This includes regular newsletters, photographs, written details of the nursery's activities and daily discussions. Parents regularly see their children's assessments and comment on their progress. This encourages parents to become involved in their children's learning in meaningful ways.

## **Organisation**

The organisation is good.

Effective deployment of staff and good use of the premises promotes children's well-being. Children are cared for in a homely environment where they can move around and explore freely. Familiar staff are always on hand to offer support and reassurance. This contributes to children feeling secure and content in the nursery. Staff have secure knowledge of how children learn and use this to make sure all children participate and are fully included in the group. A comprehensive collection of policies and procedures are in place to support children's welfare and are successfully shared with parents. Overall the provision meets the needs of the children who attend.

Leadership and management of the educational provision is good. The manager leads a committed staff team who have a high regard for children's welfare. She acts as a good role model as she frequently works alongside staff and carries out regular appraisals to review work practice. Children benefit as staff regularly access further training. This commitment to improvement ensures the continuing development of the educational provision.

## **Improvements since the last inspection**

Since the previous inspection the child protection policy has been reviewed and includes all necessary information to protect children's welfare. This improves safety for children. Children's opportunities for imaginative play have improved. Children enjoy using a good variety of resources, such as small world and creative materials, which support and encourage their imagination.

## **Complaints since the last inspection**

Concerns were raised with Ofsted relating to Standard 13, child protection procedures. Ofsted carried out an investigation. As a result an action was raised relating to documentation. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern. The provider remains qualified for registration.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all electrical and fire equipment is checked regularly

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the organisation of meal times to further promote choice and independence for children, for example with self-service, and to reinforce children's understanding of simple number problems.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)