



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY236697

DfES Number: 556661

INSPECTION DETAILS

Inspection Date	10/01/2005
Inspector Name	Sue Taylor

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Mary Magdalene Independent Nursery
Setting Address	Hastings Road Bexhill-on-Sea East Sussex TN40 2ND

REGISTERED PROVIDER DETAILS

Name	The Committee of The Management Committee of the Nursery
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ORGANISATION DETAILS

Name	The Management Committee of the Nursery
Address	Hastings Road Bexhill-on-Sea East Sussex TN40 2ND

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

St Mary Magdalene Independent Nursery opened in September 2002 and operates from a purpose built room attached to the Primary School. The nursery has access to the main play/activity room, use of the school hall and an enclosed outdoor area, with supervised use of the school grounds. It is situated on the A2036 on the outskirts of Bexhill. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday for 39 weeks of the year. Sessions run from 08:45 until 11:45 and from 12:30pm until 15:30pm. The optional lunch time session operates from 11:45 until 12:30.

There are currently 22 children aged from 2 to under 5 years on roll. Of these 13 children receive funding for nursery education. Children come from the local area. The nursery supports children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs four staff. Three of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

How good is the Day Care?

St Mary Magdalene Independent Nursery provides good care for children.

The recruitment process helps ensure the suitability of staff. Everyone is clear about their roles and responsibilities. There is a good ratio of qualified staff. The sessions run well, making good use of space and resources. The premises are warm and welcoming with positive use made of school facilities such as computers. The wide range of play materials are easily accessible to the children. Children are very involved in their play and activities alongside good staff support. Most of the required documentation is in place, though the recording of some detail is not very confidential.

The premises are safe and secure. Access is monitored with organised departures and arrivals. Good hygiene procedures and practice are in place, with children

learning the importance of hand washing. The staff act in the best interests of the child if they are poorly. Children have a healthy snack in the morning. Individual needs are recorded and met. Parents provide packed lunches though there is no written guidance provided about storage or content. The staff are aware of their responsibilities with regard to any concerns about child abuse.

Children are listened to and ask good questions. Their imaginative play is developed well. Staff are very involved in the children's play and activities. The sessions are planned, with space for flexibility and children making their own choices. Children are respected and valued for who they are with their differences acknowledged. The environment helps reinforce positive attitudes. The effective management of behaviour helps children feel happy and secure.

Parents and carers are welcomed into group. They receive information about the progress their child is making. They are appreciative of the staff and are happy with the care their child receives.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The relationship between staff and parents is good. Parents appreciate the welcoming environment and caring staff. They feel comfortable in discussing any issues they may have.
- Children have opportunities to make their own choices about play. In addition to selecting from the activities organised by the staff, the children can, at times, make their own decisions. The staff make suggestions and offer guidance but often children can choose the direction their play takes.
- The staff team help provide a warm and caring atmosphere. The children feel secure and develop good relationships, both with adults and other children.
- The premises are very welcoming with a child centred environment. The use of areas in the school such as the computer area and the school hall complement the nursery provision well.
- Children's behaviour is managed with sensitivity. The staff know the children well and take children's understanding into account. Strategies used are effective and the children respond positively.

What needs to be improved?

- documentation in relation to the provision of packed lunches, child protection and consent for emergency medical treatment
- the confidentiality of records with regards to the accident and medication books.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	Consider written guidance for parents and carers about packed lunches.
13	Ensure that the procedure to be followed in the event of an allegation being made against an adult in the group is written and shared with parents.
14	Request written permission from parents for seeking emergency medical advice or treatment.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

St Mary Magdalene Independent Nursery provides nursery education that is acceptable and of good quality. Children are making generally good progress towards the early learning goals, with very good progress being made in their personal, social and emotional development.

The quality of teaching is generally good. The staff are gaining familiarity with the stepping stones and are involved in the planning process. However the planned learning intentions do not offer much guidance on how to provide challenges for the more able child or support for the less confident children. Staff provide some good opportunities for children to demonstrate what they know and understand. The staff develop good relationships with children. Children's behaviour is managed well with positive strategies used. The staff are very involved with the children's play and activities, making use of resources, both indoors and out. Assessments are made on the children's progress towards the early learning goals, though these are not used always effectively to identify and meet individual needs.

Leadership and management are generally good. The staff group work well together and are well supported by the committee and the school. The staff's own professional development is valued and further training encouraged. The nursery are aware of their strengths, alongside a commitment for improvement. Children's progress is monitored, though there is no clear system for monitoring and evaluating the overall educational provision.

Partnership with parents and carers is generally good. Good relationships are developed with staff. Their child's development is regularly discussed and they have access to their assessment profiles, showing progress towards the early learning goals. However parents are not given ideas for activities they can do at home to help support their child's learning. The planning is displayed and they are encouraged to ask about the Foundation Stage.

What is being done well?

- The communication between staff and children is very good. The staff are continually extending the children's language skills. They spend a lot of time talking with children and listening to what they have to say.
- Good use is made of times during the day for some one to one attention or small group work. The staff are proactive in encouraging children to use and talk about their own ideas and thoughts.
- The involvement of all staff in the planning process. This helps develop their familiarity of the stepping stones and early learning goals.
- The staff spend time building caring and trusting relationships with the children. This helps them feel secure and encourages them to try new

experiences.

What needs to be improved?

- the staff's familiarity with the stepping stones and early learning goals
- the use of children's assessment profiles in the planning process to take into account children working at different rates and levels
- the partnership with parents and carers, developing a greater involvement in their child's learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Most children arrive happy, settling well at an activity of their choosing. They are making friendships within the group. They generally behave very well, learning to share and cooperate with others. They have some personal independence, such as accessing the toilet and putting their coats on. At times they are able to make choices about their play in addition to the activities set out by the staff. All children are gaining a positive self image and most are very comfortable with themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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All children communicate effectively, making their needs known. Their use of language is developing well, helped by staff using clear speech and introducing new vocabulary. They are less confident in linking sounds and letters. Children enjoy looking at books and listening to stories. They are developing their hand-eye coordination and ascribe meanings to their marks. However paper and pencils are not always freely available during the day to help develop these skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are beginning to count up to ten and demonstrate their understanding. They show more confidence when working one to one with staff. Most children enjoy number songs. They have a limited interest in number problems. Most children confidently use mathematical language in their play such as light, full and heavy. They all show an interest in playing with shapes and construction pieces. They use and understand positional and size language well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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All children show curiosity and enjoy exploring objects. They use construction pieces to build and balance. They are very keen to use the computer and operate simple equipment such as the video or cassette player. They remember and talk about significant things that have happened to them. They are showing an interest in the world around them, including the natural world. They are gaining an awareness of how other people live.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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All children move with confidence and most move well with control and coordination. They have an awareness of their own space and at times, that of others. They show awareness of their own needs with regard to eating, sleeping and hygiene. They get to use a range of large and small items and materials to construct with, using some one handed tools and equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make 3D structures regularly, using items like bricks or when junk modelling. Through activities such as a feely bag or the interest table they are beginning to describe textures. They get to listen and move imaginatively to a range of music. They use the available resources to support their role play, with the more able child asking to create their own. They are beginning to show an interest in using all their senses, though this is not fully explored by the staff.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff's familiarity of the stepping stones and early learning goals, helping to ensure that all aspects are fully covered and that children's continued progress is supported
- ensure that future planning takes into account children's individual progress to make sure they are appropriately challenged or supported
- encourage further involvement of parents and carers in their child's development and progress, with ideas for home activities and individual learning support.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.