



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 113718

DfES Number: 513705

### INSPECTION DETAILS

Inspection Date 09/07/2004  
Inspector Name Gill Moore

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St James' Nursery  
Setting Address Church Hall  
Mill Road  
North Lancing  
West Sussex  
BN15 0PT

### REGISTERED PROVIDER DETAILS

Name The Committee of St James' Nursery 1040316

### ORGANISATION DETAILS

Name St James' Nursery  
Address Church Hall  
Mill Road  
Lancing  
West Sussex  
BN15 0PT

## 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. James Nursery opened in 1974. The group is committee run, with parents involved in the management of the group. It is situated in the church hall in the village of North Lancing, close to Worthing. The group have use of two large rooms, kitchen and toilet facilities and an enclosed outside play area. The nursery serves the needs of the local community.

There are currently 48 children from 2-5 years on roll. This includes 24 funded 3 year olds and 22 funded 4 year olds. The setting currently supports 5 children with special needs. There are no children attending for whom English is an additional language, however the group does support 2 bilingual children. The nursery opens Monday to Friday 09:00-12:00 term time only. During the summer term, Tuesday and Thursday afternoon sessions are offered from 13:00-15:30.

A qualified and experienced supervisor is employed to be responsible for the day to day running of the group and works full-time. There are an additional 7 part time staff, 5 of whom are qualified and the other 2 are currently working towards an early years qualification. The nursery is a member of the Pre-School Learning alliance. It receives support from West Sussex local authority and liaises closely with the local primary schools in the area. The group is a registered charity.

### How good is the Day Care?

How good is the day care?

St James Nursery provides good quality care for children.

The management structure is effective and systems to monitor and support all staff are well developed. Children are grouped appropriately and supported by high ratios of qualified and experienced staff that develop excellent relationships with children. The operational plan is a clear indication of nursery practice. The environment is welcoming and comfortable and children move freely between the rooms and the outside area during their play. Materials and resources are stimulating and staff

make very good use of these to support children's learning and provide sufficient challenges. Documentation, including policies and procedures are detailed and well maintained, with one minor amendment required.

Staff are deployed effectively and ensure children's safety is maintained and reviewed on a daily basis. Staff have a good knowledge and understanding of child protection issues and are fully aware of how to implement local procedures. Health and safety requirements are implemented and staff promote good hygiene throughout the nursery. A milk bar system provides opportunities for children to choose when they have their mid-session snack. Staff use this effectively to promote independence and discuss healthy eating. Staff show a good understanding of equality and adapt activities and experiences to ensure all children are fully included. They work closely with parents to monitor and assess the progress children with special needs make.

An exciting and well-balanced range of activities are provided for children, which help them to make very good progress in all areas of learning. They praise and encourage children continually increasing their confidence and self-esteem. This impacts on the relationships children build with one another.

Staff develop very good relationships with parents and encourage them to play an active role in their child's learning.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff and children develop very good relationships within the nursery. Staff have a detailed knowledge of children's individual family circumstances and discuss events that are happening in their lives with them. Staff listen to children and respond to what they have to say. Children make their own decisions about their play and staff use their knowledge of individual children to support and challenge them effectively and help them build on what they already know.
- The nursery is managed by a committee of parents. Each member of the committee has defined roles and responsibilities and a clear understanding of their involvement within the nursery. Communication between the committee and nursery staff is excellent. The committee work closely with the supervisor to ensure a consistent standard of teaching is implemented. Excellent procedures are in place to recruit, appoint and induct new staff.
- The organisation and the structure of the daily routine is highly effective. A good balance of adult led and child-initiated activities ensure children are fully involved in their learning throughout the sessions. Children enjoy contributing to group discussions and participating in group story and singing sessions. They move freely between the two rooms and the outside area during self-chosen activities. The accessibility of resources enables them to be

independent and access provision across all areas. As a result, children display high levels of confidence and self-esteem and build good relationships with their peers.

- Relationships between staff and parents are well established and communication takes place through many different ways. A detailed prospectus includes information about nursery aims and routines and curriculum plans and policies are available in the reception area and on the notice board. Parents discuss their children with staff daily and they value the impact that staff have on their child's learning and development.

#### **What needs to be improved?**

- the procedures should parents wish to make a complaint.

#### **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
12	Develop the procedure for complaints to include the role and contact details of Ofsted.

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

### How effective is the nursery education?

St. James Nursery offers high quality nursery education where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good knowledge of the stepping stones and early learning goals and show a clear understanding of how children learn. They have high expectations and provide sufficient challenges to extend older and more able children and support the younger ones well. Staff encourage all children to try new experiences and implement an exciting range of activities, building on the interests of the children. They develop secure relationships and encourage children to contribute their own ideas and solve problems for themselves. Systems to monitor children's progress are comprehensive and staff use these to plan the next steps in their learning. Sessions are well organised and the routine ensures children have opportunities to work in different sized groups as well as independently. Effective systems are in place to support children with special educational needs.

Leadership and management are very good. The nursery fulfils its vision to provide high quality care and education for all children. All staff have clear roles and responsibilities and communicate effectively to ensure nursery aims are achieved in practice. Systems to implement, evaluate and monitor the effectiveness of the curriculum planning and the impact this has on children's development are very well developed.

The partnerships with parents are very good. Excellent links are in place between nursery and home and communication takes place between staff and parents informally through daily discussions. Detailed information is provided to parents about the nursery, including information about topics and activities children participate in on a daily basis. Parents are well informed about their child's achievements and progress and are encouraged to be involved in their child's learning.

### What is being done well?

- A high standard of teaching enables children to make good progress in all areas of learning. Staff adapt their teaching methods and use open-ended questioning to encourage children to solve their problems. One three year old was unhappy that the train he had constructed would not stand up on the track. Effective questioning from staff resulted in the child realising he had only attached one set of wheels to his train. The child recognised how to make his train balance and selected another set of wheels. The accessibility of resources encourages children to be independent and make their own decisions about their learning.

- Systems to monitor and assess children's achievements and progress are detailed and comprehensive and relate to the stepping stones. All staff continually observe children through play, and one planned activity each session provides an opportunity for focussed observation. Children's key workers are responsible for updating their children's records. These records are used effectively to identify individual learning targets and focus teaching for the next term, ensuring children are provided with opportunities to develop to their full potential.
- Excellent systems are in place to support and monitor staff performance and development, which include staff appraisals and self-assessments. The nursery supervisor influences practice on a daily basis. All staff contribute to curriculum planning and evaluating the impact the educational programme has on children's progress towards the early learning goals.
- Staff develop and maintain excellent working relationships with parents. They help parents to understand and recognise the links between the stepping stones and play through laminated photographs of activities. Parents receive written reports about their child's achievements and progress each term. These identify next steps in their child's development and staff provide parents with suggestions of how they can help extend learning in the home.

#### **What needs to be improved?**

- opportunities for children to recognise and record numbers and recognise familiar words.

#### **What has improved since the last inspection?**

The nursery have made generally good progress since the last inspection.

They were asked to increase resources provided to support children's communication, language and literacy by including examples of printed words. They were also asked to introduce more comforts into the reading area to encourage children's use and enjoyment of the good range of books. Children are introduced to familiar words through books and matching words to pictures in jigsaws. However, there are little opportunities for children to recognise print around the room. The reading area now includes large cushions for children to sit and relax on whilst enjoying books alone and with their peers. Soft toys and puppets have been introduced, which encourage children to express their imagination when exploring books and re-telling stories.

The nursery were also asked to encourage adult participation in children's imaginary role-play. Staff involve themselves in children's play, for example asking for a cup of tea in the home corner. They allow children to take the lead and build on the interests of the child, encouraging them to use their imagination and be creative in their play.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show a positive approach to learning and display high levels of concentration and perseverance when making crowns. They are excited and enjoy learning how to participate in relay races in their nursery Olympic games. Children play well together and share resources developing positive relationships with their peers. They are independent and complete tasks without the support of an adult, including hanging up paintings and packing away resources. Children's behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children excitedly recall stories, make predictions and learn how to use books to locate information. They enjoy writing on the chalk board and making lists of jobs to be carried out in the builders yard. Children explain how they make the concrete to build the house and use excellent imagination to describe what they are doing. All children attempt to write their own names on their work. They discuss sounds that letters make and have some opportunities to recognise familiar words.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy solving problems and work out how they can make their marble run balance. They engage in a range of practical activities to consolidate their understanding of number, shape and size. Children practice early addition and subtraction through number rhymes and discussion around birthdays. They use mathematical language to describe the sizes of wheels in their models. Children are confident in counting and have some opportunities to recognise and record numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring in sand and water and are interested in why things float. They show excellent skills when constructing the marble run and build a complex piece of apparatus allowing the marbles to roll and spin in varying directions. Children enjoy using the globe to locate where they live and find out about other countries participating in the Olympic games. They talk about their local environment and enjoy discussing their families and events in their own lives.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children show good co-ordination riding bicycles, climbing apparatus and balancing along beams. They participate in relay races running in and out of poles demonstrating good spatial awareness. Children enjoy throwing and catching balls to one another and throwing beanbags into the bucket. They show very good skills in using scissors, cello tape and staplers to attach materials onto the crowns they make. Children have independent access to a range of tools and materials.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy using their senses and mix paints to make different colours. They have many opportunities to explore a range of media and materials and are encouraged to use their imagination to explore creativity. Children enjoy engaging in role-play with their peers when doing the ironing and putting the baby to bed. They express good imagination when constructing trains using mobilo. Children enjoy participating in singing sessions and use musical instruments to learn about sounds and rhythm.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- increase opportunities for children to recognise and record numbers and recognise familiar words.

*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.*