



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 316805

DfES Number: 552790

### INSPECTION DETAILS

Inspection Date 11/01/2005  
Inspector Name Jane Pamela Berry

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name St. Bernadettes  
Setting Address St. Bernadettes RC Primary School  
Abingdon Avenue, Whitefield  
Manchester  
Lancashire  
M45 8PT

### REGISTERED PROVIDER DETAILS

Name St. Bernadettes Out of School Care Facility 1091785

### ORGANISATION DETAILS

Name St. Bernadettes Out of School Care Facility  
Address St. Bernadettes RC Primary School  
Abingdon Avenue, Whitefield  
Manchester  
Lancashire  
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## 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. Bernadette's Nursery operates from porta-cabins situated within St Bernadette's Primary School grounds in the Whitefield area of Bury.

The provision has sole use of the premises whilst the groups are operational. The main hall and associated facilities are also used to provide additional space for the children, particularly for the holiday care and for physical activities. The provision runs independently of the school, however strong links are encouraged with the majority of the children transferring to the Primary School in the September term.

The nursery is overseen by a Management Committee consisting of representatives from the staff and parents are also invited to participate. There is a large play room, a smaller quiet room, a kitchen and associated facilities in the porta cabins. The children also have access to their own enclosed outdoor play area. The premises have been designed to cater for wheelchair access.

There are currently 85 children on roll altogether, of whom 25 are funded three year olds and 8 are funded four year old children. The nursery currently supports children with special educational needs and there are children for whom English is an additional language in attendance. The nursery offers full and part-time places. Part time sessions are 9:00 until 11:45 and 13:00 to 15:15, full days are also provided by arrangement. The before and after school operates from 7:30 to 9:00 & 15:30 to 17:30. The provision operates term time only, with the exception of a holiday club that runs for three weeks in total in the summer holidays.

The provision is registered to provide care for 45 children between the ages of three to eight years of age. Nursery Education Funding for eligible three and four year old children is available. All staff either hold a relevant qualification or are working towards one. Effective links are established with the School and the Early Years Team.

### How good is the Day Care?

St Bernadette's provides good quality care. The environment is welcoming and staff are deployed effectively.

An extensive range of equipment promotes children's development. Children are not exposed to potential hazards. Systems are effective, however security within the main school requires improvement. The premises are well maintained and good hygiene practices are in place, minimising risk of infection. Children are provided with healthy meals, promoting their understanding of healthy living. Documentation is in place, however some aspects require further development. Policies and procedures are in place and these are currently being updated.

Key worker systems, help monitor children's progress. Staff are aware of teamwork, promoting consistency for the children. Equipment is of good quality and provides sufficient challenges for the children. Access to a variety of learning experiences, enhancing children's development is available. The continuous learning provision and effective routines help the children feel secure and confident. Children follow their personal interests and play independently. The environment is child centred, the children's work is displayed. A planned curriculum, covering the six areas of learning with outdoor experiences as a key feature is provided. Children develop positive relationships with adults and their peers, building their confidence and self-esteem. Staff praise children often, helping them feel good about themselves. Strategies for behaviour management, for example singing the Magic Moments song, emphasises when children achieve their goal.

There are effective settling in procedures. Regular meetings are held and any training needs are met, ensuring that quality of care is provided. Relationships with parents are promoted, they have good access to detailed observations. Staff work in partnership, meeting children's individual needs. They describe staff as very helpful and they are confident in the quality of care.

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

At the last inspection the provider was asked to appoint a deputy and to revise and update written policies and documentation including induction, staffing, a key worker system, outings, bullying, fire procedures, complaints and children's records.

The provider was also asked to display the insurance certificate, to review procedures ensuring familiar staff escort children to the bathroom as required and to ensure at least one member of staff with a current first aid certificate is on the premises or on outings at any one time. Good progress has been made on the actions from the last inspection. All of the above have been implemented resulting in a safer environment being provided and improving communication.

However although the documentation has improved for the children, this is an area identified for further improvement. Policies also require updating, for example a procedure to follow in the event of bullying and a procedure to follow in the event of an allegation being against a member of staff.

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

- Children's safety and welfare is prioritised. Systems are in place in order to safeguard children, for example the vetting procedures. The provision is a well organised environment, with effective staffing and ratios being maintained at all times.
- Children are happy and are well occupied. They are learning through meaningful play opportunities that are driven by their personal interests and are appropriate to their ages and stages of development. An interesting and varied programme is offered to the children. They are making friendships and are learning how to care for themselves and others.
- The provision has good quality equipment, supporting children's individual needs well. Equipment is well maintained and suitable for children's use. A very good range of resources and equipment to support children's interests is provided. There are lots of opportunities for children to exercise choices and exercise their independence.
- Systems are in place to ensure parents and staff remain informed of children's health and welfare. Policies and procedures for safety have been developed. Snacks and meal times are a relaxed social occasions which children enjoy. Appropriate consideration is given to the needs and requirements of all the children attending.
- The staff's ability to raise children's awareness of race and culture is well developed through the environment, attitudes, partnership with parents and with outside agencies. The children identified as having difficulties are satisfactorily monitored by key staff who have experience in this area. Children are polite and are well mannered. They respond well to the praise and encouragement they receive. They concentrate and listen during stories very well, particularly when prompts are used like holding a toy. Children have lots of autonomy to work independently and they respond by being interested, confident and well motivated. Parental feedback is valued and is actively encouraged.

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

- the documentation, including updating policies and parental consent being obtained for medical emergencies, and children's information sheets being extended for the out of school provision
- the child protection procedures need to be extended to include allegations made against staff
- the security regarding the main school building

**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
6	Conduct a risk assessment in order to improve security within the school building.
14	Update records and policies for the effective management of childcare practices and ensure that the child protection policy makes the area child protection committee processes clearer in the event allegations are made against staff.

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

### How effective is the nursery education?

St Bernadette's nursery offers high quality education. Children are making very good progress towards the early learning goals in all areas of their learning.

The planning and the organisation of the curriculum is very effective. Staff have a sound knowledge of the early learning goals. Staff know the children well and ensure that children's individual needs are met by providing appropriate and stimulating challenges, for example balancing on the ropes. Staff support children's behaviour very well, they are calm and confident and have realistic expectations of the children.

Resources and time are used effectively to support children's learning. On the day of the inspection children and staff went outside to observe a tree that had fallen down in the high winds. Effective links were made to the planning and the story of a windy day. Staff work well together as a team, observing and assessing children's progress in all aspects of their learning and development. Staff meet regularly to discuss planning and ensure that children's future learning is clearly based on what they already know, can do and aspire to achieve. Detailed observations underpin the future work with children.

Staff, parents and managers work very well to share information on children's progress. Good attention is given to evaluation and forward planning. A high level of commitment is afforded to development and training. The nursery is a valuable community resource and is integrated well within the school environment.

The very good partnership with parents and carers is established from the time children start at the nursery. There is a good range of displays informing parents about aspects of children's learning and the educational programme provided. Feedback from parents about the services they receive is very good.

### What is being done well?

- The planning of the educational programme for children in all the areas of learning is very good and there are no weaknesses identified. Staff plan an effective programme of activities, that linking their knowledge of children's progress and building on the firm foundations of what the children already know and understand.
- Staff pay excellent attention to children's personal, social and emotional development. They provide a secure and happy environment which makes children feel secure. They provide reassurance and support, meeting the individual needs of all children well. As a result children are developing self confidence and display very good levels of personal independence.
- Good emphasis is placed upon developing children's language skills. This

has resulted in children speaking confidently and listening carefully. Even the youngest children are able to express their own ideas confidently and articulately. These activities are supported by stories and times set aside for discussion.

- Children's behaviour is very good. They are building good relationships with each other and with the adults working alongside them. Staff are led and managed very well. They are effective as a team and participate in ongoing training and development opportunities.
- Parents are given good quality information about the setting and their children's progress towards the early learning goals

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

- opportunities for children to use their large gross motor skills and to practice their climbing, balancing and co-ordination, both indoors and outside
- use of the quiet room in order to access books and language resources

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

At the last inspection the provider had no key issues identified. The provider was asked to provide access to technology. Children have more opportunities to experiment with how things happen and how they work, for example clocks. They also enjoy access to information technology including a computer.

The provider has made very good progress on the key issues from the last inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children join in activities enthusiastically and are confident in their own abilities. They select their own play materials, making informed choices, appropriately supported by adults. Children attend to their own personal needs. They undertake simple jobs and activities promoting their independence. They are learning about different lifestyles and talk about their own experiences. Children have established very good relationships with adults and their peers.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have many opportunities for stories and rhymes, developing their language, comprehension and imagination. Some children are very competent mark makers, story tellers and listeners, although books are under utilised by the children. Text is displayed around the classroom very well. Children recognise and write their own name and identify letter sounds. Children utilise the mark making and free drawing materials very well practising their co-ordination and using their imagination.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy counting and recognise numerals in everyday activities, for example counting the number of children present and writing it on the easel. Simple addition and subtraction is introduced as children play alongside staff. Children weigh and measure, they explore size, shape and capacity. Staff utilise available opportunities to extend children's thinking and develop their understanding of mathematical concepts and prepositions in stories, action rhymes and games.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many good opportunities to build, construct and experiment with a variety of materials. Children are learning about the world we live in and about the environment. They enjoy designing and constructing models, using different materials. Children are learning about different lifestyles. They are becoming increasingly confident with information technology, although this area is identified for improvement.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a good range of physical equipment, they negotiate space and objects with dexterity, confidence and control. Children handle tools effectively for example using scissors to cut shapes. Children practice their fine motor skills competently as thread objects. Children participate in action rhymes raising their awareness about their bodies & health issues. Further challenges for some children to practise large motor skills both indoors and outside are required.



**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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A varied and exciting program of activities are available to children. Children enjoy singing and acting out nursery rhymes. They have many opportunities to express themselves freely using different mediums, for example glue & paint and role play materials. The children enjoy making up stories and using the imaginative equipment, like story sacks and playing in the home area for pretend play, with their peers.

**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 the following;
- further develop the opportunities for the afternoon children to use their large gross motor skills and to practice their climbing, balancing and co-ordination, both indoors and outside.
- further develop opportunities for children to develop ICT skills and to use the language resources in the quiet room to maximum effect.

*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.*