



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 404911

DfES Number: 514732

INSPECTION DETAILS

Inspection Date 10/02/2004
Inspector Name Siobhan O'Callaghan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Winifreds Nursery
Setting Address Manor Road
 Chigwell
 Essex
 IG7 5PS

REGISTERED PROVIDER DETAILS

Name Mrs Alison Sheppard

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 Winifred's Nursery was established in 1959. The present supervisor took over the group in 1999, having joined the staff team in 1990. It operates from two rooms in a Church Hall in the centre of the village. The nursery serves the local area.

There are currently 27 children from 2 to 5 years on roll. This includes 13 funded 3 year olds and 10 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:15.

There are seven part time staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St Winifred's Nursery provides good care for the children. They benefit from a committed staff team the majority of whom have been in post for a number of years. The nursery promotes high staff ratios. The staff team are well-deployed, making effective use of the environment and resources to ensure children have a wide choice of activities. The nursery maintains all necessary documentation to ensure their provision runs smoothly, however some documentation lacks detail.

Children's personal health and safety is given due priority. Children are learning to take care of their own needs. They wash their hands at appropriate times and take responsibility for helping to keep their environment tidy. Risk assessments are in place to ensure children's well-being at all times. Snacks offered to the children are generally healthy and nutritious. A key worker system enables all children to have an adult responsible for their individual needs. Children with special needs are

supported well by a trained member of staff who is on hand to offer appropriate care and education.

Staff plan and provide a broad range of activities which enables children to make progress within all areas. A worthwhile balance of free-play and focussed group sessions offer children good opportunities to pursue their own interests. Staff sit at the children's level, encouraging their questions and praising their efforts. The atmosphere within the nursery is calm and children are enthusiastic to participate within all aspects of the provision. They are developing positive attitudes towards desirable behaviour as they take turns and share within group games.

The nursery has a positive approach to working in partnership with parents and carers. They encourage and value the support of parents to help out within the nursery. Regular newsletters keep them informed of what is happening within the provision. Parents are often invited in to have lunch with their children and to chat informally to staff.

What has improved since the last inspection?

At the last inspection the nursery had two actions to address. They were requested to develop procedures for lost or uncollected children, and to improve the organisation of group times, in particular snack time. The manager has developed appropriate procedures for lost and uncollected children and these are now included within the parent's information. All staff are aware of procedures to follow. However they have not included the need to notify Ofsted in the event of either of these issues occurring. Children's snack time has now been extended to offer them the opportunity to take part in both a formal group snack time and then an informal café style system. Staff wanted to ensure that all children have a drink during the morning, therefore the formal snack is supervised by staff. The informal snack allows children to have a further drink and snack at their leisure, this was well used during the inspection. Children were very keen to eat the cookies they had made that morning.

What is being done well?

- Children are happy and settled within their environment and they are focussed during activities and can work well independently. Close friendships are forming between children and they are learning the benefits of working co-operatively.
- Staff ensure all children are included within the whole range of activities offered and they maintain appropriate lists to monitor children's participation within activities.
- Effective use is made of the garden which is always freely available to the children. Children are encouraged to access all areas independently. Staff ensure the garden is well resourced and they provide a range of activities, including water, sand and construction materials.
- Staff have developed written table plans for the nursery which ensure that

children are offered a well balanced variety of activities and resources daily. All staff use these to set up the environment each day before the children arrive.

- The nursery has developed close links with parents and carers, sharing information regularly. Children are benefiting from this close partnership which reinforces their personal identity and security within the provision.

What needs to be improved?

- documentation: to ensure procedures for lost and uncollected children includes notifying Ofsted ; ensure all fire drills are logged and relevant information recorded; ensure that the child protection policy for the pre-school includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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
2	Ensure procedures for lost and uncollected children includes notifying Ofsted.
6	Ensure all fire drills are logged and relevant information recorded.
13	Ensure that the child protection policy for the pre-school includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

The provision for nursery education at St Winifred's nursery is of good quality overall. Children are making very good progress towards the early learning goals within their mathematical, creative and physical development and within knowledge and understanding of the world, and generally good progress in personal, social and emotional development and communication, language and literacy.

The quality of teaching is generally good. Staff have a sound knowledge and understanding of the early learning goals. They plan exciting topics which help children to make good progress in their development. Daily activity plans ensure a learning focus is highlighted, however they do not show how they are to challenge more or less able children. Good support is available for children with special educational needs. Effective staff deployment and positive role-models, provide the children with a calm and yet busy environment. Staff are maintaining informative assessments for all children, highlighting how children are making progress, however it is not clear how these are used to inform future planning.

The leadership and management of the nursery is generally good. The manager has been in post for many years and has developed a strong team of staff. They meet regularly to discuss planning and all nursery business. The manager has acknowledged that children's assessments require further development. Close links have been developed with local primary schools ensuring this is a smooth transition for children transferring to these settings.

The partnership with parents and carers is very good. Parents receive good quality information about the setting and its provision. They are informed of the educational programme offered and how activities support their children's learning. Parents are happy with the progress their children are making and they find staff very approachable and supportive. Children's work is shared with parents daily.

What is being done well?

- Children's mathematical development is encompassed within all areas of learning enabling children to develop good concepts of numbers for counting and calculating.
- Children's knowledge and understanding of the world is effectively covered within long term plans. Children are learning about many different cultures and beliefs within their communities as well as the wider world. Parents and children share their own cultures within the nursery, through cooking activities, dressing-up and stories.
- Children's physical and creative development is fostered efficiently through a well resourced and planned environment. Children have excellent access to a broad range of resources and activities to promote all aspects of these

areas of learning.

- Staff have developed some positive teaching techniques to challenge children's learning and to make it fun. Children are supported to make the letters of the alphabet with their bodies, working co-operatively with their peers to achieve the desirable result.
- The nursery has a positive approach to the integration of children with special educational needs. Appropriate liaison with parents and outside professionals ensures children receive the support they need.

What needs to be improved?

- planning of the curriculum to ensure that learning intentions are highlighted for those children who learn more quickly and for those who are less able, utilising children's assessment records to inform future planning
- opportunities for children to further develop their independence skills through their participation in practical routines of the day, such as snack time
- the organisation of story time to ensure this is appropriate for all children.

What has improved since the last inspection?

The nursery has made very good progress in addressing a point for consideration made at the previous inspection. They were asked to make more planned use of technology, especially programmable toys, on a more regular and frequent basis. Children now have daily opportunities to access ICT equipment such as calculators, telephones, key-boards, cash tills and a karaoke machine. Many of these are presented to the children within role-play scenarios, they enjoy enacting roles within the office and shop. They independently access the karaoke machine, singing songs and telling stories using the micro-phone.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children confidently access their environment on arrival at the nursery. They concentrate and sit quietly during morning registration. They are keen to offer their own suggestions as to what the letter of the week is. They form secure relationships with staff and are happy to approach them for support or reassurance. Children are learning to share and take turns when playing board games. They are developing independence skills, however these could be extended further in their daily routines.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to participate within discussions around the letter of the week. They can suggest words beginning with h. Children are confident to talk about their own experiences. They can find their names when they self register within the morning. They are developing good writing skills and older children can write their names. However, the organisation of story time needs reviewing to allow all children to be involved.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children competently count the children who are present during registration. Older children practice their calculation skills whilst playing a board game. They count how many spaces left until they have finished and who has the least amount. Children are learning to match written numerals to the appropriate amount of dots during a focussed activity. They measure and weigh ingredients during a cooking session and can express their knowledge of shapes and complete puzzles effectively.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children can recall days of the week and they know the month and year. They observe aspects of the weather as being sunny but frosty. Children use magnifying glasses to observe birds eggs on the interest table. They are developing their skills to construct towers with bricks and making a 3D castle. They use ICT equipment with enthusiasm in the role-play office. Planned topics encompass the wider world in which we live, extending children's knowledge.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move imaginatively during music and ballet. They can stretch their bodies and stamp and roar like lions. They can find a space and make a circle with their peers. Children are encouraged to sit straight and observe their postures. During cooking children learn that too much salt is not good for our bodies. They handle cooking utensils appropriately. Children confidently climb up the slide and can manipulate smaller equipment such as threading beads and scissors with growing skill.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore the colour, texture, shape and form of cookery ingredients. They observe how these change once they are mixed together, and what they look and taste like when they are cooked. Children enjoy the smells of vanilla and chocolate. They are very responsive during singing sessions and they know many familiar songs and fully participate within action rhymes. Children express themselves well within role-play scenarios and use their imaginations in ballet sessions.

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

- improve staff's planning of the curriculum to ensure that learning intentions are highlighted for those children who learn more quickly and for those who are less able, utilising children's assessment records to inform future planning
- extend opportunities for children to further develop their independence skills through their participation in practical routines of the day, such as snack time
- improve the organisation of story time to ensure this is appropriate for all children.

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.