



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 224192

DfES Number: 521586

### INSPECTION DETAILS

Inspection Date	19/01/2004
Inspector Name	Kathryn Mary Harding

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Mary`s Nursery Group
Setting Address	The Bungalow Shaw Lane Albrighton Wolverhampton WV7 3DS

### REGISTERED PROVIDER DETAILS

Name	St Marys Nursery Group - Albrighton
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### ORGANISATION DETAILS

Name	St Marys Nursery Group - Albrighton
Address	The Vicarage High Street, Albrighton Wolverhampton West Midlands WV7 3EQ

## 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's Nursery opened in 1982. It operates from a bungalow in the grounds of Albrighton Primary School, in the village of Albrighton, a few miles from the city of Wolverhampton. The nursery serves the local community.

There are currently 19 children from 2 to 5 years on roll. This includes eight funded three year olds and eight funded four year olds. Children attend for a variety of sessions. The setting supports children who have special needs and children who speak English as an additional language.

The nursery opens five days a week during school term times. Sessions are from 09:00 until 12:00.

Six staff work with the children, four of them holding early years qualifications and two members of staff are currently on a training programme. The group receive support from the Foundation Stage mentor from the Early Years Partnership.

### How good is the Day Care?

St Mary's Nursery Group provides good care for children. Staff are willing to attend training courses and workshops and work together effectively as a team.

Staff have good strategies in place for dealing with challenging behaviour and some staff have attended a behaviour management course and a conflict resolution course.

Staff interact well with the children and extend their learning by asking open-ended questions.

Satisfactory arrangements are in place with regard to safety. However, staff are aware that the fire department need to be contacted with regard to locking the door in the foyer.

Children are involved in a broad range of activities to help them progress in all areas

of learning. Children's individual needs are met through observations and assessments and working with parents.

Partnership with parents is good. Parents have good opportunities to be involved in the nursery life and staff work closely with them to support their child's learning. Staff are aware that they need to add to the "Illness policy" their procedure should a child become unwell in the setting.

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

There was one issue raised at the last inspection.

The nursery had to ensure that all staff had completed checks in place. This has now been done and all checks are held on staff files.

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

- The nursery have a policy to ensure a higher than required staffing ratio is in place. This enables the children to have more individual time spent with them to support their learning.
- Staff interact very well with the children and skilfully question the children to challenge them and make them think.
- Children's individual needs are met through the key worker system, observations informing future plans and staff knowing the children well.
- Staff have good strategies in place for dealing with challenging behaviour and praise children for their efforts.

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

- advice from the fire department needs to be obtained regarding the locking of the door in the foyer
- the procedure should a child become unwell whilst at the nursery.

#### **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	Ensure that the fire department are contacted regarding the fire door in the foyer.
7	Ensure that the nursery have a written procedure should a child become unwell in the setting.

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

### How effective is the nursery education?

St Mary's Nursery provides generally good nursery education, with the children making generally good progress towards the early learning goals. Staff have a very secure knowledge of the Foundation Stage curriculum and the early learning goals and children are well taught. Staff attend relevant training courses.

Staff extend children's learning by encouraging the children to think and skilfully asking open-ended questions. However, children do not readily access the book area and the organisation of the home area needs to be considered to enable children to use resources and space more effectively.

Staff work very well to include all children and draw up detailed plans. Individual education plans can be drawn up for children with special educational needs. Staff provide a wide range of planned and spontaneous learning opportunities and ensure children's progression through observation and interactions. All staff contribute to planning the curriculum.

The leadership and management of the setting is generally good and staff work well together as a team communicating effectively. All staff receive an annual appraisal.

Partnership with parents is very good. Staff work hard to ensure that parents are kept well informed about their child's progress and the next stage of development. There are plenty of opportunities for parents to be involved in the life of the nursery with regular parent volunteers in the nursery and social events being held. An informative notice board is available.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are confident and eager to learn and are able to select activities for themselves.
- Staff's spontaneous skilful use of questioning challenges the children to think and extends their learning.
- Staff create a stimulating environment where children learn through a wide range of planned and spontaneous practical activities.
- Partnership with parents is very good. Staff work hard to ensure that parents are involved in their child's learning and are kept well informed about their child's progress.

### What needs to be improved?

- activities to encourage children's interest in books

- the organisation of resources to fully utilise the available space.

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

Very good progress has been made since the last inspection. The one key issue has been dealt with and staff have now streamlined planning so that there is no duplication. A daily routine is drawn up along with long term plans covering the project for that term and plans for small group time.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen, interested to learn and able to select activities for themselves from the wide range available. Children concentrate and persevere when cutting out a winter picture. Staff have high expectations of children's behaviour and deal with challenging behaviour firmly and swiftly. Children demonstrate personal independence when putting on coats before they go outside. Children have some opportunities to respond to cultural events such as Chinese New Year.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children sing songs which they do at times with spontaneity. Adults extend children's learning when talking about what clothes to wear when it is cold. Children talk confidently in small and large groups as adults ask children about their news. Staff encourage children to talk about initial sounds and children respond well and find other words with the same sound. Children listen well to stories but do not freely access the book area. Some children are starting to form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff use both planned and spontaneous opportunities to count with the children in everyday practical activities and some children confidently count beyond 10. Children are beginning to understand in a practical way the concepts of addition and subtraction when singing number rhymes. They have many opportunities to match, sort and play games to re-enforce these concepts. Children have opportunities to recognise shapes and match shapes. There is a good range of mathematical equipment available.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to use their senses to explore, question why things happen and how they work. They join in discussions about the days of the week and weather. When looking at the rain outside adults extend this further by asking the children to think of a song with "rain" in it. Children enthusiastically discuss their families past present and future events. They have many opportunities to look at different festivals and positive images of diversity are evident.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are skilful users of a wide variety of tools and equipment freely accessible to them. When taking part in movement to music they move confidently and imaginatively around the area demonstrating an awareness of space and others. They access a wide range of large and small equipment to develop fine control skills and large-scale movements and are beginning to know about safety rules. Children are developing a good awareness of a healthy life style.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have plenty of planned and spontaneous opportunities to explore colour, texture and music. They have many opportunities to respond using their senses in the session and staff extend the children's conversations. Most children take part in musical sessions with obvious enjoyment and play their instrument at different tempos. Children play imaginatively in the home area and spontaneously dance around the room to the music. However the organisation of the home area needs to be considered.

**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**

- provide opportunities to encourage children's interest in books
- ensure that the resources are effectively organised to enable children to make better use of the learning environment.

*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.*