



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 126969

DfES Number: 520168

INSPECTION DETAILS

Inspection Date 18/06/2004
Inspector Name Malini Parmar

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name All Saints Nursery School
Setting Address Shirley Hall
Church Street
Whitstable
Kent
CT5 1PE

REGISTERED PROVIDER DETAILS

Name The Committee of All Saints Nursery School 803752

ORGANISATION DETAILS

Name All Saints Nursery School
Address Shirley Hall
Church Street
Whitstable
Kent
CT5 1PE

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

The All Saints Nursery opened in 1976. It operates from the church hall known as Shirley Hall. The nursery has access to main hall, toilets, a kitchen and an outside area. The Nursery serves the local area and surrounding towns.

There are currently 81 children on roll. This includes funded four-year-old children and funded three-year-old children.

Children attend a variety of sessions each week. There are no children whom speak English as an additional language. The group caters for children with Special Educational Needs.

The nursery opens 5 days a week, term time only. Sessions last from 09:30 to 12:00 with some afternoon sessions on Mondays, Tuesday and Thursdays from 13:00 to 15:30.

There are eight staff working with the children, all of whom hold an early years qualification and regularly attend short courses. The group is a member of the Pre-school Learning Alliance and receives support from the development worker and a teacher from the Early Years Partnership.

How good is the Day Care?

All Saints Nursery School provides good quality care for children.

Sound operational procedures, regular staff meetings and appraisals enable the staff to work effectively as a strong team. Staff have opportunities within their working week to record observations. Staff work well to create a harmonious environment for the children. They are deployed effectively and skilfully move around the room to support the needs of individual children. Staff give good attention to ensuring children's safety and the systems in place for safe arrival and collection of children are effective. They are currently resolving minor gaps in safety. Staff give high regard to health and hygiene and children learn about personal hygiene through the

routine. Children know when and why they need to wash their hands. All staff hold a current first aid qualification. All necessary documentation is in place.

Space is used effectively; children move freely from activity to activity. Children have access to a variety of interesting play opportunities to support their learning. Children attending in the afternoon access drinks freely throughout the session. Staff have a firm knowledge of equal opportunities and the environment reflects positive images. There are solid systems in place to support children with Special Educational Needs. Staff have a good knowledge of behaviour management and they skilfully encourage children. Children behave well. Staff are insecure in their knowledge of some issues surrounding child protection.

There are effective systems in place to foster healthy partnerships with parents. Parents are provided with useful information upon entry and they are invited to contribute to their child's learning. Staff and parents exchange information daily.

What has improved since the last inspection?

At the last inspection the group agreed to:

ensure medication records conform to the national standards.

The group have made very good progress in addressing this and keep accurate records of all medication administered.

What is being done well?

- Staff work well to create a harmonious environment for the children. Regular appraisals, staff meetings and good operational procedures enable staff to work well as a strong team. Children are happy settled and having fun.
- Space is used effectively; children move freely from activity to activity. Children have access to a variety of interesting play opportunities to support their learning. Staff are deployed effectively to support individual children and become fully involved in the children's play.
- Behaviour management; staff consistently praise and encourage children to raise confidence and self-esteem. They are skilful in dealing with the children's needs and children are secure confident and behave well.
- Staff give high regard to health and hygiene; all hold a relevant first aid qualification and children learn about hygiene through routine they know when and why they need to wash their hands.

What needs to be improved?

- staff's knowledge of understanding of issues surrounding child protection
- access to fresh drinking water for children at all times
- attention to fire safety

- safety checks for electrical appliances.

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	Meet any recommendations made by the Fire Safety Officer.
13	Develop staff's knowledge and understanding of child protection issues particularly procedures to follow in the event an allegation is made against them.

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

How effective is the nursery education?

The provision at All Saints Nursery School is acceptable and of good quality. Children are making generally good progress in most areas with very good progress in mathematical development and knowledge and understanding of the world.

The quality of teaching is generally good. Staff have a secure knowledge of the Foundation Stage which enables them to plan and provide experiences that are imaginative, motivating and enjoyable. Staff make systematic evaluative observations on children's progress which are beginning to be used to identify children's next steps and inform weekly plans. Staff work well as a team and are deployed effectively to provide small group activities and support individual children. Staff skilfully adapt all activities to ensure children continually experience suitable challenges from their choices. Clear explanations of individual activities and good questioning techniques enable meaningful learning to arise from the experiences provided. Occasionally the routine and pace of the sessions does not successfully retain children's motivation and interest. Staff are respectful to the children and have high expectations of their behaviour. Their sensitive support and encouragement is reflected in the children's good behaviour. There are effective procedures in place to support children with Special Educational Needs and for children with English as an Additional Language.

Leadership and Management is generally good. The leader is committed to ensuring children experience good quality care and education. Staff are encouraged to attend regular training. The system in place to evaluate the settings strengths and weaknesses, and that of the programme for education, is informal.

Partnership with Parents is generally good. They regularly receive useful information and are encouraged to contribute to their child's learning. Opportunities to regularly access records are insufficient.

What is being done well?

- Staff work closely as an effective team to plan and provide a range of experiences that are relevant, imaginative, motivating, enjoyable and that ensure suitable challenges.
- Staff are deployed effectively to provide group activities and support individual children. They skilfully organise and adapt activities to meet the needs of all the children. Staff consistently offer clear explanations of activities.
- Staff consistently employ useful questioning techniques to enable meaningful learning to arise from opportunities provided.
- Staff consistently use mathematical language and provide regular opportunities for children to understand the meaning of numbers through

play. They maximise on every opportunity to use mathematical language to describe shape, size, position and quantity.

- Children have access to a range of messy play opportunities on a daily basis to explore and experiment.

What needs to be improved?

- the routine and pace of the sessions, to ensure children retain motivation and spend less time waiting in group situations
- the process of using observations to identify learning priorities and using these to inform the plans
- the consistency of opportunity for children to develop their independence
- the frequency with which parents access children's records
- the systems in place to review and monitor the settings strengths and weaknesses and that of the educational programme.

What has improved since the last inspection?

At the last inspection the group agreed to provide more opportunities for children to use toys for technology.

The group have made very good progress in this area. Children clearly enjoy using the wide range now available. They gain increasing control of the computer mouse, children make telephone calls to one another and staff support children to develop a greater awareness of how buttons function on toys. Children delight in recording their voices and listening to the sounds they have made as they frequently use the tape recorders.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and enthusiastic learners. They make choices about their play and take initiative. Firm relationships are established as children learn to share, take turns and work cooperatively. They show good levels of concentration and motivation in their chosen tasks for example when painting fences and writing letters. Children behave well. The pace of the routine does not consistently retain interest and children become restless as they wait for their turn in the group times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and confidently as they engage both adults and their friends in conversation. They show pleasure in regularly using words such as "immunisation". They listen attentively to stories. Children develop reading skills as they absorb themselves in books. Children are encouraged to notice print and the sounds of letters in words and signs. Children ably recognise their label their word. Occasionally the use of worksheets limits children's interests.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently. They benefit from the consistent use of mathematical language and receive good support to recognise shapes, colours and sizes. Children learn about space and measure through excellent practical activities such as water. Children have consistent opportunities to be aware of simple ideas of addition and subtraction through practical activities and song. Children learn the meaning of numbers as they count the sounds they can hear.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The outdoor area is used well to stimulate children's interest in the natural world and features of the locality. Children enthusiastically explore their environment using their senses. They notice the change that occurs to the sand as they add more water. Children clearly enjoy using a range of programmable toys. Children receive consistent opportunities to develop sense of time and frequently explore sand timers. Children clearly enjoy drawing around one another to label their bodies.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

A range of indoor and outdoor activities help children to gain control, co-ordination and spatial awareness. Children regularly use tools and equipment to develop hand control and dexterity for example, scissors. Children move freely and skilfully manoeuvre around objects to stay safe. Children skilfully, jump, kick, pedal trikes and bikes and manipulate small objects. Children receive inconsistent opportunities to raise their health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond with delight and disgust as they select flowers and leaves to assemble their pictures. They eagerly play with a range of messy activities, to communicate their thoughts ideas and feelings. Children participate enthusiastically in the music sessions and skilfully match beats to the tune of songs. Role play activities are varied and interesting. Children enjoy playing in "the doctors surgery" although the quality of their play varies with the amount of support they are given.

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

- ensure the routine and pace of the sessions, effectively retains children's interest, motivation and independence particularly during whole group times
- ensure parents have regular opportunities to access their child's records
- continue to develop the process of using observations to identify learning priorities and using these to inform the plans
- ensure systems in place to review and monitor the setting's strengths and weaknesses and that of the educational programme.

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.