



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135398

DfES Number: 523777

INSPECTION DETAILS

Inspection Date	19/01/2004
Inspector Name	Carol Brown

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Thomas's Nursery School
Setting Address	St Thomas's Church Hall Complex Prince George Avenue Oakwood London N14 4TL

REGISTERED PROVIDER DETAILS

Name	Mrs Stella Roberts
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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 Thomas's Nursery School is situated in a residential area of Oakwood, close to the tube station. Most of the children who attend are from the local community. The group operates from a building adjacent to St Thomas's Church and occupies two halls, and a small outside play area. The Nursery is open Monday to Friday 9.15a.m. to 12 noon term time only. The group has sole use of the premises during opening hours. There are currently nine staff employed at the group, four of whom are qualified. Staff receive support from the EYDCP and attend regular training offered. There are currently 38 children attending from two and half to under five years old. This includes 14 funded three year olds, and 8 funded four year olds. No children currently attending have Special Educational Needs. No children currently attending have English as an additional language.

How good is the Day Care?

St Thomas's Nursery School provides good quality care for children.

The staff work well together as a team and there are ample opportunities for further training and development. Information gained on courses is shared with colleagues. The staff have a sound understanding of safety aspects and provide a secure and welcoming environment for children and parents. There are effective procedures in place for the safe arrival and collection of children.

The range and quality of activities provided to the children is good, offers choice and extends their learning. The level of interaction between staff and children is positive and the children are forming friendships with their peers. Staff need to develop the monitoring and recording of children's progress records to inform future planning, which will support individual learning needs. This should be done in conjunction with parents. Resources and activities positively reflect the diversity in society and all children are valued and respected. The organisation of resources needs to be reviewed to allow staff ease of access. There are effective procedures in place to support children with special needs. Effective strategies are in place to manage children's behaviour, which take into account their maturity and level of

understanding. Positive behaviour is encouraged and praised.

Parents are provided with comprehensive written information about the Nursery, which is regularly updated. The staff are committed to building positive working relationships with parents and spend time exchanging information with them on a daily basis.

Documentation is well organised with established systems in place to record and confidentially store information.

What has improved since the last inspection?

At the previous inspection the provider agreed to ensure that wall heater guards are maintained to an appropriate temperature to prevent hazards to children. This remains an issue and on going monitoring of the situation is required. Staff have now received food hygiene training.

What is being done well?

- There are effective procedures in place to meet training requirements,
- the staff ensure that the environment is safe and welcoming,
- children are offered variety and choice in the activities provided and the interaction between staff and children is positive,
- there are effective strategies in place to manage children's behaviour, positive behaviour is valued and encouraged,

What needs to be improved?

- The organisation of toys and resources, to allow the staff ease of access,
- review the monitoring and recording of children's individual progress records to inform future planning, that includes input from parents,
- ensure that all staff are aware of child protection policies and procedures.

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
13	develop staff's knowledge and understanding of child protection issues

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

How effective is the nursery education?

Children are making very good progress in all learning areas towards the early learning goals. Overall the children are independent, they show confidence and enthusiasm in the activities they choose.

The quality of teaching is very good. Staff interact very well with children, they offer a wide range of worthwhile activities, and as a result children are interested and engaged during the session. Children's behaviour is good in response to high expectations of staff. Staff praise children and act as good role models. There is a good range of resources which staff use well to promote children's learning. Staff observe children's learning under the six early learning goals and identify areas as targets for the next step in their learning. The planning of activities relates to the early learning goals and shows the learning intentions and links but does not indicate how the activity can be adapted to suit the individual learning needs of children of differing abilities.

The leadership and management is very good, they are committed staff team who work in a collaborative approach. Staff are committed to developing practice through ongoing training.

Partnership with parents is generally good. They are provided with good quality information about the setting and its provision. Parents are kept informed about activities and events through newsletters, there are however less opportunity for parents to contribute to their child's assessments.

What is being done well?

- Personal, social and emotional development is very good. Children are confident, independent and interested. Relationships are good and children care about each other
- Opportunities for children's physical development is very good. Children climb, balance, dance and move with increasing control and confidence.
- Children have very good access to a wide and interesting range of activities to express their imagination and creativity. Children engage in role play and respond well to music sessions.
- Staff work very well together as a team, they are well organised, use resources well and plan a wide range of interesting activities.
- Staff encourage conversation, introduce new vocabulary and use good questioning, as a result children are talk confidently.

What needs to be improved?

- Opportunities for parents to share their knowledge of their child and contribute to their child's assessment.
- Plans so that they indicate how activities can be adapted or modified to suit the individual needs of children with different abilities.

What has improved since the last inspection?

The Nursery have made generally good progress since the last Inspection. They have introduced an observation and assessment system linked to the early learning goals, which are used to monitor progress. They have introduced captions to children's art work

Staff encourage children's thinking through open questioning and good explanations.

Further attention is needed to ensure assessments inform planning and ways to giving children access to familiar words.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in personal emotional and social development. Children show a high level of interest in the activities. Children self select and carry out activities with confidence. They express themselves confidently when playing in small and large groups, they are able to concentrate well. Children have developing relationships with each other and staff. They show growing independence by choosing activities, dressing up, and pouring their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication language and literacy, they speak confidently, and use language to recall and describe things and events. Children are beginning to read and can recognise their own name. They enjoy books and use them well. Children are confident speaking in groups and have emerging vocabulary. Children practice writing for a variety of purposes i.e. letters, making books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. Every day activities are used well to extend children's understanding numbers and counting. Children can count confidently. Staff use language to compare shape, size and quantity. Children show an awareness of sequencing and are beginning to use calculation in number songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. They talk about themselves and their family. They explore and observe the natural world through investigation and by seeing how things grow. They are introduced to other cultures through the celebration of festivals. Children have opportunities to build with a range of construction equipment. They have less opportunity to use programmable toys to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. They move with confidence and imagination during the music session. They use the climbing frame and balancing beam with increasing control. They show a good awareness of space as they move around. Children have opportunities to begin to understand about staying healthy, the effect of exercise on their bodies, and the importance of good hygiene. Children have good access to tools to developing fine manipulative skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in creative development. They express their ideas freely through a very good range of activities such as music, free painting, role play. They have weekly sessions to experience live music. They have good opportunities to explore colour, texture, shape and to respond to what they see, hear, smell, touch and taste through a planned range of activities and a wide range of resources.	

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:

- Point for consideration:
- Provide more opportunities for parents to share their knowledge of their child and contribute to their child's assessment.
- Ensure plans indicate how activities can be adapted or modified to suit the individual needs of children with different abilities.

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.