



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511414

DfES Number: 516549

INSPECTION DETAILS

Inspection Date 24/01/2005
Inspector Name Sarah Street

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St Elizabeth's Nursery
Setting Address St Elizabeth's School,
Queens Road
Richmond
Surrey
TW10 6HN

REGISTERED PROVIDER DETAILS

Name St Elizabeth's Catholic Primary School

ORGANISATION DETAILS

Name St Elizabeth's Catholic Primary School
Address Queens Road
Richmond
Surrey
TW10 6HN

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 Elizabeth's Nursery opened in 1978. It is situated in a self contained building in the grounds of St Elizabeth's Catholic Primary School in Richmond, Surrey. It is run by a management committee which includes the head teacher of the school. The nursery is open each weekday during school term time. Morning sessions run from 09:00 to 11:45 and afternoon sessions run from 12:15 to 15:00. Some children stay all day. The children regularly go into the main school to use the facilities. All children share access to a secure enclosed outdoor play area.

There are currently 30 children from 2 to 5 years on roll. Of these 29 receive funding for nursery education. 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 nursery employs 5 staff. 3 of the staff hold appropriate early years qualifications. 2 staff are working towards a recognised early years qualification. Once a week a qualified music teacher comes into the setting.

The setting receives support from St Elizabeth's School and the EYDCP.

How good is the Day Care?

The standard of the day care is satisfactory.

The children are cared for by a very committed staff team. The new manager who was appointed in September 2004 is currently working towards a childcare qualification. She has experience in working in the nursery and is very enthusiastic. Other staff members have relevant qualifications. The nursery is well laid out with the children able to select the resources they wish to play with. The toys and equipment are plentiful and clean. Most records are in place.

The children and staff have very good relationships. The children are happy and participate eagerly in a stimulating range of activities which enables them to develop.

The setting is very supportive of children with special needs. There are some resources which promote positive images of society and the setting needs to continue to build on these. Children are very well behaved. Staff manage behaviour calmly and consistently.

The building is generally safe but risk assessments have not been carried out. There was some animal faeces in the play area and this was not removed before the children went out to play. There are good systems in place to prevent unwanted visitors on the premises. Staff have first aid qualifications and the first aid box is well stocked. However there were accidents which occurred during the inspection which were not recorded. Two of them were head injuries. Parents have not always given their written permission for medicine to be administered. There is no request for parents to give written permission to seek emergency medical advice. Staff are aware when they may have concerns that a child is at risk from abuse and have attended training which is regularly updated. The setting's child protection statement says that volunteers will not be left unsupervised but this happened.

Good links are developed with parents who state they are happy with the setting. They regularly come in and help during sessions.

What has improved since the last inspection?

Most of the actions raised at the last inspection have been addressed. They were asked to ensure staff complete the appropriate Ofsted forms, devise procedures for children who are lost or not collected, record information about dietary needs and ensure parents know what can be stored in children's lunchboxes. All staff have now completed Ofsted's forms and this has enabled satisfactory checks to take place. The written procedures for lost or uncollected children are clear and ensure staff know what action to take. Children's dietary needs are recorded and staff are aware of these. This ensures that dietary needs are known about and respected. Parents receive information that lunch boxes are stored in the room but a fridge is available on request.

The setting was also asked to ensure that children have range of resources which give positive images, make the policies available to parents and to ensure that children's records have sufficient information to enable appropriate care to be given. Some resources have been obtained which give children positive images of society. Images of culture and disability need to continue to be developed. The policies and procedures have been put into a file and are accessible for parents. Children's records have been updated allowing staff to provide appropriate care for all the children.

There are two actions which have not been addressed. Some parents have not given written permission for medicine to be given and written permission to seek emergency medical advice or treatment has not been sought.

What is being done well?

- The staff and children have very good relationships. The children are caring

towards each other. Staff provide the children with well planned, stimulating activities which enables them to develop.

- Children are very well behaved. Staff manage children's behaviour well. They all work as a team and are calm and consistent. Appropriate praise is given and children are very pleased when they are given a sticker. There is written information for parents informing them how good behaviour is encouraged.
- Children with special needs are welcomed into the setting. Staff have attended special needs and Makaton training. The staff are able to work closely with parents and other professionals to ensure the children can participate. Staff support the children's needs and are aware of the need to encourage their independence.
- Good links are developed with parents. They have a notice board and file which gives them information about the activities and policies. Parents regularly come into the setting to help. Many positive written feedbacks were received.

What needs to be improved?

- a key worker system needs to be implemented
- risk assessment needs to be carried out
- the garden needs to be checked for animal faeces before children use it
- the recording of accidents, particularly when they involve head injuries
- parents permission obtained before medicine is administered
- written permission requested from parents for the seeking of emergency medical advice or treatment
- the child protection statement to be implemented in relation to volunteers not being left unsupervised with the children
- the resources which promote positive images of culture and disability
- confidentiality in the incident book

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.)

Since 1 April 2004 Ofsted have not received any complaints about this provider.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
7	Ensure accidents which occur to children are recorded and the parents are informed	25/01/2005
7	Obtain written permission from parents before administering medication to children	25/01/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure each child is allocated to a member of staff who is his/her key person and is mainly responsible for his/her well being on a daily basis
6	Conduct a risk assessment on the premises identifying action to be taken to minimize identified risks
6	Ensure the garden is checked for animal faeces before the children use the area
7	Request written permission from parents for seeking emergency medical advice or treatment
9	Continue to develop the range of resources which give positive images of culture and disability
13	Ensure that the child protection policy in relation to volunteers not being left unsupervised with children is implemented at all times

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

How effective is the nursery education?

St Elizabeth's Nursery provides high quality education where children are making very good progress towards the Early Learning Goals.

Teaching is very good. The small staff team are very committed to their roles. They are aware of children's individual needs and provide activities to meet these. Staff are able to recognise when children are showing a particular interest in an activity and allow this to develop by changing the plans or providing additional resources. Staff regularly attend training and seek support from teachers in the school. This enables the staff to keep up to date with current practice. The plans are clear and relevant to the setting. They relate to the foundation stage and demonstrate staff's understanding of the early learning goals. Accurate written observations are used to verbally plan for children's next stage of learning. It would be useful to show how this is done.

Leadership and management is very good. The fairly new manager has a very good relationship with the staff who state they feel fully supported by her. She is very enthusiastic and committed to the development and teaching of the children. She has attended Makaton training which helps some children with special needs. She is active in seeking the advice of other professionals. She works closely with the staff and directly with the children. She communicates very effectively with the staff which helps them to feel valued and respected. She has clear plans for the future development of the setting.

Partnership with parents is very good. The parents notice board displays the current newsletter, plans and 'letter' of the week. This enables parents to be informed and involved. Parents regularly bring in items to help with the topics. Parents regularly come into the setting to help run activities. Parents receive regular verbal feedback on their child. They are aware of the written observations and profiles which are held. Parents state they are very happy with the setting.

What is being done well?

- Staff and children have very good relationships. The children are very confident in the group. They seek out staff if they need additional support. The older children regularly care for the younger children.
- Children are very confident to speak in group or 1:1 situations. The staff listen with interest to the children answering their questions and responding. Staff regularly extend the conversations.
- Children are very confident when working with numbers. They spontaneously count and work out how many more items they need. Children are able to recognise their numerals.

- Children participate in weekly cooking activities and have made bread, soup, cakes and fruit salad. Staff use cookery to introduce children to weight and measure.
- The children are taught by very keen and committed staff. They ensure the activities are planned and well prepared. Staff are able to adapt activities to enable children with special needs or who speak English as an additional language to participate.
- Parents are welcomed into the setting. They regularly attend the sessions during which they work with the children and share their experiences. Parents state their children have learnt things which parents have not discussed at home.

What needs to be improved?

- regular access to programmable toys to support children's learning
- staff's demonstration of how observations are used to plan for children's next stage of learning
- more opportunities for parents to access their child's developmental profiles.

What has improved since the last inspection?

At the last inspection they were asked to:

Provide more opportunities in the programme for personal, social and emotional development for children to further their personal independence during snack-time. Children now sit and help prepare the fruit for snack time. A chosen 'special helper' then serves the snack before handing out the cups. The helper then pours the milk into a jug and asks the children if they want milk or water. This is then poured into their cup by the helper. Staff ensure the helper is changed each session. This ensures that children's independence is developed.

In the programme for communication, language and literacy provide name labels which children can refer to when attempting to write their names independently. All the children now have name cards which are stored in the writing area. Children are helped by staff to find their name. They are encouraged to copy their name, with tracing paper available for children who need additional support. This ensures that children have regular opportunities to practice writing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good relationships with staff and each other and are very well behaved. They are very independent when selecting resources, serving snacks and managing their coats, shoes and bathroom needs. Concentration is very good. Children regularly work co-operatively together during construction, imaginative and other activities. Four children spent 20 minutes working very well together to complete a large floor puzzle. There were discussions about how to achieve this and very few problems.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Happy conversations take place between staff and children. Staff listen with interest and extend conversations. Children listen enthusiastically to stories and have many favourites which they join in with. They handle books correctly and spend up to 20 minutes choosing and looking at a book. Many children have good writing skills. They hold their pencils correctly and regularly practice writing. Children can either write or trace their name. Many children write recognisable letters confidently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Numbers and shapes are confidently explored by children. They are able to count and recognise numerals. Children regularly use maths language including small, medium, large and huge. They also use positional language with confidence. There are many opportunities to explore patterns which the children enjoy. One boy spent a long time threading shapes before saying 'look I've made a repeating pattern'. Weight and measure is explored during regular cookery activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Resources including construction and art materials are keenly selected to design and construct models. A visual timetable helps children develop a sense of time. Children are able to sequence the picture cards. Children learn about the seasons and have been on outings to look at the changes. They are aware of other cultures and have participated in making rangoli patterns and diwali lights. There are too few opportunities for children to use programmable toys to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Regular opportunities are provided for children to develop their gross motor skills. In the play area they can ride bikes, climb, run, use balls and a small trampoline. During PE sessions children can jump, crawl, run, slither and hop. This can be done with varying speeds and children are able to not bump into each other. Children use a variety of tools with increasing control. They have very good pencil and scissor control. They regularly thread, fit pegs and fit or join puzzle pieces.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children regularly and enthusiastically explore colour, texture and form. There is usually someone painting at the easel or exploring glue or play-doh. Children are very confident to ask to start a sticking activity. Children's imagination is fostered during small world and construction play. The home area is currently an A&E department in line with the current theme but the children were also seen turning it into a hairdressers. They are confident with music and enjoy singing and dancing.

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 improve the following:
- provide children with more regular opportunities to use programmable toys to support their learning
- consider how you demonstrate the way in which children's observations are used to plan for their next stage of learning.

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.