



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309678

DfES Number: 583177

### INSPECTION DETAILS

Inspection Date	25/05/2004
Inspector Name	Lorraine, Susan Fay

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Pauls (Adlington) Nursery
Setting Address	St. Pauls CE School Railway Road, Adlington Chorley Lancashire PR6 9QZ

### REGISTERED PROVIDER DETAILS

Name	St Pauls (Adlington) Nursery 1088709
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### ORGANISATION DETAILS

Name	St Pauls (Adlington) Nursery
Address	St. Pauls CE School Railway Road, Adlington Chorley Lancashire PR6 9QZ

## 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 Paul's (Adlington) Nursery has been registered since 1997. The Nursery offers sessional care for a maximum of thirty children aged from two to five years. This setting opens Monday to Friday from 09:00 until 13:00 term time only. The last hour of the session provides wrap around care for those children who stay for a packed lunch.

The premises are situated within the grounds of the St Paul's Primary School. Children have access to three large activity rooms, each utilised to meet the care and educational needs of children. There is an office, kitchen area, toilet facilities for children, separate facilities for staff, storage space and a secure outdoor play area. There is an entrance hall and cloakroom.

There are five staff working within the setting, four working directly with the children and an administrator. There are regular volunteers who assist within the Nursery. All staff hold relevant child care qualifications, one a level three, one a level two, one working towards a level three. The Manager holds a Nursery/Primary B ED (Hons). There are thirty children on register, twenty nine receive funding for nursery education; eighteen are aged three, and the others are aged four. None of the children speak English as an additional language and none have identified special needs.

This nursery receives support from the Early Years Development and Childcare Partnership (EYDCP) advisory teacher. The setting is a member of the Pre-school Learning Alliance from whom they have just been awarded an accreditation.

### How good is the Day Care?

St Paul's (Adlington) Nursery provides good quality care for children.

Good use is made of internal and external resources, some activities are extended into the outdoor play area. Children enjoy outdoor painting activities and finding shapes on the garden shape board. The premises are warm and welcoming and

children feel secure and confident when coming in. There is a clear staff structure, the staff team are very enthusiastic in relation to their roles, responsibility and approach to children's learning. Documentation is generally kept to a high standard and well organised, however lacks detail in part.

Staff place a high emphasis on safety, this is reflected in their day to day practice. There are detailed risk assessments which are regularly reviewed and updated. Children are introduced to healthy eating, they enjoy fresh fruit during snack time. They learn about foods which are good for them and take part in the 'smile for life' dental campaign. Children know about germs and the importance of hand washing at appropriate times during the session. They learn about the 'wider world', they enjoy celebrating other cultural festivals for example the Chinese New Year.

Children enjoy interesting and challenging activities which staff imaginatively plan. Children are encouraged to develop their creative talents and their imagination. All children have the opportunity to become engrossed in all activities and play experiences. Staff act as good role models who value children as individuals. Children know their boundaries and are very well behaved within the setting.

Partnership with parents and carers is very good. Parents are provided with a detailed information pack and are able to access the operational plan. There are effective systems in place for regular exchanging of information, including the key worker system and individual communication folders. Parents speak highly of the service provided by this setting.

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

At the last inspection this setting agreed to up date the complaints procedure to include the contact details of the regulator Ofsted. The complaints policy now contains the address and telephone number of the regulator Ofsted. The policy is available for parents to observe should they ever wish to contact Ofsted with any concerns. This ensures that parents have the information as required under the National Standards for sessional day care.

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

- Good use is made of all available space within the setting and out of doors. Children are able to move around the setting during the session and enjoy the resources and activities. Activities are very well organised out of doors where children's learning is extended. They enjoy painting and finding the shapes on the garden shape board.
- Staff plan a wide range of interesting and challenging activities in order to develop children in all areas. Children enjoy in particular creative and imaginative play. They role play in the pet shop and the home corner. They become engrossed in craft activities, they enjoy making clay animals and birthday cards for family members.
- The premises are warm and welcoming and enhanced with attractive displays of children's art work. As a result children are secure and happy and

are eager to enter the setting.

- Children are introduced to healthy eating, they enjoy fresh fruit at snack time and learn about foods which are good for them. They talk about apples being good for their teeth and take an active part in the dental campaign 'smile for life'.
- Staff act as very good role models who have high expectations of the children. An effective method of encouraging good behaviour is adopted. Children are awarded 'well done' and 'smiley face' badges for things done well. One child receives a badge for using good manners another for helping to hand out fruit at snack time. As a result children are very well behaved within the setting.
- Positive partnerships with parents are fostered from the onset. Parents are kept very well informed of their child's progress. They are able to access development records at anytime and spend time talking to staff. Parents and staff make comments in individual children's communication folders, this ensures that information is exchanged between parents and the setting on a daily basis. As a result parents are kept fully aware of nursery events and their child's day within the setting.

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

- the availability of documentation regarding the complaints procedure

#### **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
14	ensure that all records relating to the complaints procedure are readily accessible on the premises and available for inspection at all times

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

### How effective is the nursery education?

St Pauls (Adlington) Nursery provides very good quality nursery education overall which enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff demonstrate a sound understanding of the early learning goals and the stepping stones and as a result children are making very good progress. There is a highly effective observation and assessment procedure which identifies how well children are moving towards the early learning goals. There is a sound balance between adult and child led activity. Staff set out challenging and interesting activities as well as giving children the opportunity to self select equipment during free play and some focussed activities. This encourages children to be confident and independent. The Special Educational Needs Coordinator and all staff have due regard to the Code of Practice and ensures the inclusion of children with special needs. Staff are very good role models who value children as individuals. They demonstrate a great enthusiasm in relation to teaching children.

Leadership and management is very good. Staff work extremely effectively and are supported by the enthusiasm of the manager and the deputy. Staff are very clear about their roles and responsibilities. There are sound procedures for staff induction followed by a supportive appraisal system. Staff access training on a regular basis. All policies, procedures, plans and assessments are evaluated by the staff team. This ensures a positive direction towards the care and education of three and four year olds.

Partnership with parents is very good. Parents are provided with well detailed information about the nursery and the early learning goals. There are strong links between home and the setting which contribute to children's learning.

### What is being done well?

- Children are extremely confident, interested and highly motivated to learn. Staff provide exciting opportunities for children to work independently and in groups. They introduce challenging and interesting activities indoors and out to extend children's overall development and learning.
- Children are developing very well in relation to self help. They are extremely confident when putting on their coats and as they fasten zips and buttons. Children are able to 'help themselves' to equipment during free play. Staff encourage children to add to equipment already set out for some focussed activities. Children are confident when making choices and decisions.
- Children learn how things work, they are enthusiastic when examining the workings of the cash register, the price scanning machine. They have very

good computer skills, they select appropriate programmes and are excellent when using the mouse.

- Children are extremely well behaved. Staff are very good role models who have high expectations of children within the setting. Effective strategies are used by staff to promote positive behaviour. They make very good use of 'well done' and 'smiley face' badges as a method of encouragement and developing children's self esteem.
- Children access an abundance of creative activity and craft experiences. They enjoy rich opportunities to explore colour and texture when painting, making clay models and creating sand pictures. They develop great imaginative skills during role play, singing and dressing up activities.

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

- The opportunities for children to come together in small groups to discuss events past and present, for example on entering the setting.

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

Very good progress has been made since the last inspection in the key issues raised regarding mathematics. Children are making very good progress in relation to addition and subtraction during number and rhyme opportunities. They participate in number and rhyme songs and observe number and rhyme displays, for example in five little speckled frogs. Plans encompass number and rhyme opportunities in relation to developing skills in addition and subtraction.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and highly motivated to learn. They share ideas and negotiate ways to fill the large container in the water tray. They are extremely well behaved within the setting and are proud to display their badges for good work and kind deeds. Children form very good relationships with adults and peers, they help each other when dressing up at during tidy up time. They are independent and are competent when putting on their own coats and using the bathroom.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact very well, they participate during the 'bumble bee' song and listen attentively to stories. Children repeat the rhyming sequence of stories and delight in beating out the rhythm of their own name during singing. Children use expressive language and display confidence when discussing their own feelings within a group. They write their own names using upper and lower case. They practice writing letter shapes in the sand and when painting.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count to ten and beyond. They are skilful in addition and subtraction, they use calculation when determining how many cups are required at snack time. Children use language to describe shape dimension and size, they display delight when they complete a house, planned and constructed from bricks of various dimensions. They demonstrate a sound understanding of the concept of shape, they talk about squares having four corners and triangles three.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about nature, they delight in watching caterpillars turn into butterflies. Children explore bugs and learn their names. They examine the workings of machines for example the cash register and the price scanner. They are extremely confident when using the computer. Children enjoy making models and are very good at reshaping boxes and cartons. Children have a sound understanding of place and time, they delight in sharing with others their holiday dates and destinations.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are very confident when using the climbing frame, stepping stones and moving large trucks around the obstacle course. They have an awareness of space and thoroughly enjoy the freedom of the outdoor play area. They determine their own space during story time. They learn about healthy eating and are aware of the benefits of eating fresh fruit at snack time. Children use a wide range of tools very well, they cut with scissors showing a preference for the left or right hand.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy rich opportunities to take part in craft and imaginative play experiences. They learn how to mix colour and make models from clay. Children learn about musical instruments and compare the sound of the drum and the tambourine. They display excellent imaginations during role play, they act out the role of the doctor, fire officer and family members in the home corner. Children extend their imaginative play with the use of dressing up clothes.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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:
- the opportunities for children to come together in small groups to discuss events past and present, for example on entering the setting.

*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.*