



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511070

DfES Number:

INSPECTION DETAILS

Inspection Date 03/06/2003
Inspector Name Anne Gunston

SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care
Setting Name St Vincent Early Years Centre
Setting Address Mill Lane
Gosport
Hampshire
PO12 4QA

REGISTERED PROVIDER DETAILS

Name Mr Chris Hand

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. Vincent Early Years Centre provides sessional and full day care at premises in the grounds of St Vincent College, Gosport. It has been operating for three years and serves the local community. Sessional care is provided in one hall, with full day care provided in three rooms of an adjacent building. The Centre is managed and supported by the Child Care Director of South East Hampshire Y.M.C.A., which is a charitable based organisation.

The Centre is registered to care for 53 children in total. The nursery is registered to provide full day care for 35 children from birth to under five years, no more than 15 of these children may be under two years of age. The pre-school is registered to provide sessional care for 18 children from two to under five years, it is their practice to offer places to children in the term prior to their third birthday.

There are currently 86 children from three months to five years on roll. This includes 13 funded three year olds and 16 funded four year olds. Children attend a variety of sessions. The Centre supports one child who speaks English as a second language, staff have experience of caring for children who have special needs. The Centre works closely with teachers at local schools.

The day nursery is open from Monday to Friday all year between the hours of 8.00 a.m. and 6.00 p.m. Children may attend for the full day, or for sessions from 8.00 a.m. till 1.00 p.m. or 1.00 p.m. until 6.00 p.m. The pre-school operates Monday to Friday during term times, children may attend sessions from 9.15 a.m. until 11.45 a.m. or 12.45 p.m. until 3.15 p.m.

Currently there are 16 full and part time staff working with the children. 15 of these have relevant early years qualifications.

How good is the Day Care?

St Vincent Early Years Centre provides a good standard of care for children, in both

its nursery and pre-school settings. Both elements of the Centre have a clear management structure, and are effectively operated by a well qualified team of staff. Most policies and procedures required for the operation of the pre-school and nursery are in place. Space and resources in all areas are well used.

Staff give high priority to ensuring children are safe both inside and outside the Centre. Good hygiene is generally promoted. There is a satisfactory child protection policy in place, with most staff are clear about its implementation.

An extensive range of activities are planned and provided, staff ensure that children with special needs are fully included. Staff have good understanding of equal opportunities. Throughout pre-school and nursery, children benefit from regular routines incorporating meal times, sleep and play. All staff are confident and able to form positive relationships with parents, information is shared appropriately, enabling all children's' needs to be met. Most documentation is in place to support this ongoing communication, some lacks necessary detail.

What has improved since the last inspection?

This section is not applicable at the last visit was a transitional inspection.

What is being done well?

- Activities for all age groups are well planned and resourced, ensuring children make progress in all developmental areas. Provision for babies and children under two years is very good, with staff giving consistent attention to their individual needs and providing them with stimulating sensory experiences. (Standard 3)
- Staff work co-operatively as a team, make best possible use of space and resources, and provide a welcoming, inclusive atmosphere where children feel valued and involved. (Standard 4)
- The equal opportunities policy is clearly worded and published for parents. All staff understand how to implement this and make good use of activities to promote tolerant, accepting attitudes in children they care for. (Standard 9)
- The Centre's aims and philosophy is fully explained for each parent, communication between staff and parents is open and honest, enabling parents to be well informed about their child's progress. (Standard 12)

What needs to be improved?

- the procedures for uncollected children. (Standard 2)
- the procedures to ensure Ofsted is promptly notified of significant events. (Standard 7)
- the written statement on special needs. (Standard 10)
- the recording and maintenance of records of complaints, and publication of

procedures to parents. (Standard 12)

- the procedures for ensuring all staff are fully aware of child protection issues. (Standard 13)

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
2	ensure procedures are in place for uncollected children.
7	ensure Ofsted is promptly notified of significant events.
10	ensure a written statement about special needs is prepared and made available to parents.
12	Ensure a record is maintained of all complaints and parents are made aware of the complaints procedure.
13	Ensure all staff are fully aware of child protection procedures.

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

How effective is the nursery education?

St. Vincent Early Years Centre offers high quality nursery education. Children enjoy learning and are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff make excellent use of daily routines, structured activities and incidental opportunities to extend children's learning. They are effective in supporting children who are less confident and challenge the more able children through skilful interaction. Staff use open-ended questioning, encouraging children to think and contribute their own ideas. Staff offer very good support for children with special educational needs. Planning and assessment is clearly linked to the stepping-stones and used effectively to help children progress on to the next stage in their learning, however, opportunities for children to develop their skills in climbing could be increased. Time, accommodation and resources are used well, although snack time could be re-evaluated, and children are confident, well behaved and show high levels of independence.

Leadership and management are very good. Clear objectives are set and roles and responsibilities defined. An excellent staff team is in place, and clear communication and good support allows them to provide a stimulating, well-balanced programme. Management show a good understanding of early years practice and are committed to improving the care and education for all children. Effective systems are in place to support, monitor and evaluate both staff and early years practice.

The partnership with parents is very good. Excellent relationships have been established between staff and parents and they work together to share information about children. Parents are kept well informed about their child's achievements and progress through a variety of sources, and are actively encouraged to be fully involved in their child's learning. Excellent links are in place between the nursery and the home.

What is being done well?

- Staff create a well-planned stimulating environment, where children learn through a wide range of practical activities, making excellent use of resources. They continually provide learning opportunities throughout the day.
- Relationships within the provision are excellent. Staff value every child as an individual and have a good knowledge of each child's personal needs. Behaviour is very good and children develop good relationships with their peers.
- A high standard of teaching enables children to make very good progress in all areas of learning. They are confident, play an active role in their own development, and are interested and excited to gain new experiences.

- Staff have an excellent understanding of how children learn and provide a relaxed, fun learning environment. They assess, plan and challenge all children fully, enabling them to move on to their next stage of learning.
- Relationships with parents are excellent. They are kept well informed about their child's developmental progress through open evenings, special books and individual children's records. They are offered suggestions around how to extend children's learning and staff make initial visits to all children in their homes.

What needs to be improved?

- Opportunities for children to use climbing apparatus
- Opportunities for children to be fully independent during snack time

What has improved since the last inspection?

First inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's personal, social and emotional development is very good. They are confident, work well independently, are motivated and show high levels of concentration and self-esteem. Children develop excellent relationships with staff and their peers. They learn to co-operate and negotiate with one another and behaviour is very good. Children are actively involved in all aspects of their learning, although opportunities for them to be fully independent during snack time could be increased.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. They are confident writers and are encouraged to use emergent writing in a number of situations, such as in the travel shop and on the chalk and whiteboard. Their spoken language is developing well and they express themselves through a good range of role-play situations. Children can recognise some familiar words and develop a good vocabulary. They enjoy reading and exploring books together.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. They learn about size and shape through practical activities, for example, measuring each other. Children show an interest in numbers and are confident in recognising numbers 1-9 in familiar context, and many beyond ten. They are confident in using mathematical language during activities, routines and self-chosen play, and have plenty of opportunities to consolidate their understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. They enjoy using their senses to explore objects in practical activities, such as making play dough. They are confident in using tools and equipment and have free access to an excellent range of resources and materials, which encourage them to explore and investigate. Children talk about their own lives, and those of other people, and learn about their environment and the world around them through planned topic work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They are highly skilled in using a variety of construction equipment, and have free access to a wide range of resources and tools for cutting, joining and building. Children enjoy using a very good range of outside equipment and move safely and with confidence. They show good co-ordination and develop skills in balancing, jumping, throwing and catching, although they do not have opportunities to develop their skills in climbing.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children make very good progress in creative development. They use their imagination and express their ideas in a variety of ways, such as role-play, art and craft, music and singing. Children have many opportunities to use their senses and explore a varied range of materials, both natural and man made, for example, making play dough, exploring with soil, sand, water and pasta. Children enjoy singing and explore musical instruments learning about the sounds and patterns they make.

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 improving the following:
- encourage children to be fully independent during snack time
- increase the opportunities for children to develop their skills in climbing

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.