



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 134024

DfES Number: 583511

INSPECTION DETAILS

Inspection Date 10/11/2004
Inspector Name Mandy Gannon

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St Paul's Day Nursery
Setting Address 119a Walton Street
Oxford
Oxfordshire
OX2 6AH

REGISTERED PROVIDER DETAILS

Name Somerville College

ORGANISATION DETAILS

Name Somerville College
Address Woodstock Road
Oxford
Oxfordshire
OX2 6HD

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 Nursery is a private day nursery, which has been established for over 28 years. It was initially established as a work place nursery for staff of Somerville College, although it now serves the wider community. It operates in one large room, which has a separate area for the "under twos", with an area for cots. There is a small enclosed area for outdoor play which consists entirely of safety surface. Staff are able to occasionally take the children into a private garden in Somerville College and for walks in the grounds. They also use the university parks, which are nearby.

There are currently 20 children on role. This includes 9 funded children, of whom 5 are 3-year-olds and 4 are 4-year-olds. The group has consideration for children with special needs although there are currently none attending. There are 3 children who have English as an additional language.

The nursery is open from Monday-Friday 09:00-17:00. Children may come for sessions in the morning (9:00 - 13:00) or afternoon (13:00-17:00), or attend all day.

Staff are well qualified. The manager and all her staff have appropriate early years qualifications. All staff continue to update their skills with further training on short courses. The nursery receives regular support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

St Paul's Day Nursery provides good care for children. All staff hold early years qualifications and continue to access regular training to support their work and development. Children are able to access toys and resources independently from accessible shelving. Documentation is well maintained although some minor adjustments and reviewing are required.

Staff provide healthy and nutritious snacks and meals, which are prepared and cooked on the premises by the staff. Specialist dietary requirements are met. Staff complete regular risk assessments and good hygiene practise is promoted, although

some consideration is required to the storage of toothbrushes.

Staff have an excellent understanding of children's individual needs and know the children well. They understand their developmental stage. They listen and talk to the children, asking them questions to make them think. An excellent range and balance of activities is provided to support progress in all areas. Staff form good relationships with children and this is reflected in the good behaviour of the children.

Parents and carers form good relationships with the staff. They share information, feel involved in their child's progress and the activities within the nursery. Parents are welcomed and find staff approachable and informative.

What has improved since the last inspection?

At the previous inspection the group had two actions. These were to ensure that the parents sign medication records and to add procedures to be followed in the event of allegations of abuse or neglect against a member of staff to the child protection statement. Both of these actions have been completed and are now in place.

What is being done well?

- There are very positive relationships with children and parents. Staff welcome parents and keep them well informed of the provision and the progress their child is making.
- Staff have a good knowledge of children's age and stage of development; suitable activities provide challenge. Staff act as calm role models and promote good behaviour.
- The premises are bright and attractive with children's art displays and models. Staff are warm and welcoming, greeting families as they arrive and spend time talking to parents.
- Children are involved in a broad range of activities. They select activities independently, and choose if they play in or outside. They are interested and involved in their play. Adults are interested in what children say and do. They talk and listen to children; they praise and encourage them and ask them questions to make them think.

What needs to be improved?

- the detail in accident and pre-existing injuries record
- hygiene standards relating to the location of toothbrushes
- policies meet children's individual needs.

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.)

There are no complaints to report.

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
7	Ensure that measures are in place to minimise the risk of cross infection from toothbrushes used by children
7	Maintain details in accident and pre-existing injuries record.
9	Review policies to ensure that the individual needs of children are addressed in relation to the vaccination records.

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

How effective is the nursery education?

St Paul's Day Nursery offers provision which is acceptable and of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff work very well together as a team to provide an exciting, varied range of activities,

which keep children involved and interested. They plan effectively to cover all areas of learning and have a good understanding of the Foundation Stage, early learning goals and how children learn. However, newly introduced planning requires monitoring and evaluating to ensure it continues to be effective. Staff make regular observations to plan the next steps in children's learning and regularly evaluate activities.

Leadership and management are very good. The staff work closely together as a team; relationships are good. Individual strengths are valued; appraisals are completed and training and development is encouraged. The manager makes regular observations and evaluations together, with feedback from parents to make improvements.

Partnership with parents is very good. Parents feel welcomed and well informed through newsletters and other information. They are informed of their child's progress through parents evenings and diaries. Parents talk to staff regularly and find them very approachable. However, the notice board, which lists information about areas of learning and activities, is not easily accessible for parents.

What is being done well?

- Children relate well to each other and adults. They are well behaved and share toys. They confidently express their ideas. Staff promote their self-confidence and self-esteem through regular praise and encouragement, for example, helping to give out snacks at snack time.
- Children have many opportunities to practise emergent writing. They write their own names on their work and are encouraged to do so by staff. They enjoy books. Staff tell stories and children listen. They access books independently and some are confident in retelling stories to others. Many children are able to identify their name and are becoming familiar with other familiar words; there are a variety of labels around the room.
- Staff have a secure knowledge of the Foundation Stage which is evident from the activities, curriculum plans and discussions with staff. Staff work well together and use good consolidation techniques to enhance children's learning.

- Children experience a good range of activities to learn from first hand experiences and to aid them to learn using their senses. For example, they make hand biscuits decorate which they then eat; they have planted a sensory garden.
- Children learn to use numbers in everyday situations. They show they understand size and shape through practical activities, for example, at cooking activities, measuring each other on a height chart.

What needs to be improved?

- reviewing and monitoring of recently introduced planning to confirm its continued success
- information about the areas of learning, to ensure it is easily accessible for parents.

What has improved since the last inspection?

The day nursery has made very good progress towards addressing the issues from the previous inspection. At the last inspection the key issues were: to provide more appropriate and challenging range of resources and opportunities to extend children's physical skills; to provide better access to natural and made objects for the older children to explore, handle and investigate and to improve the presentation of the book corner to make more inviting and comfortable to children. Children have opportunities to access a variety of activities to extend their physical development, including a regular gym session, use of a climbing frame, an outside area with balancing planks on a safety surface and visits to local parks. A topic table has been introduced where children bring in objects. They can handle and investigate and have access to magnifying pots and other resources. They have opportunities to dig and plant and have made a sensory garden. The book area has been included in a separate quiet area. It is comfortable and welcoming where children can access a good selection of books and take part in quiet activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate confidently to each other and adults. They build good relationships. They are well behaved and share toys and resources. Children's self-confidence and self-esteem is built through praise and encouragement. They are gaining confidence and work independently and co-operate with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children interact and talk confidently with each other and adults. They negotiate with others and show awareness of the listener. Children's communication and language is developed and encouraged by competent staff who ask children questions to make them think at every opportunity. Children have many opportunities to practise emergent writing and are encouraged and praised. Many recognise their names and have opportunities to begin to learn other familiar words in labels around the nursery.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children can count to ten. There are good activities to extend children's understanding of matching and comparing. Children learn to use numbers in everyday situations and show they understand size and shape through practical activities, such as in a cooking activity where children measured and weighed the ingredients or when comparing heights on the height chart. Children count confidently in everyday play activities for example when counting plates for a picnic in role-play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a good range of activities to learn from first hand experiences and to use their senses. They grow plants and have made a sensory garden. Children talk confidently about personal events in their own lives and are becoming aware of other cultures and traditions. They talk about visiting Japan and going on a train to Paris. They learn about Ramadan with a member of staff. Activities are suitable and more challenging for older and more able children.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are confident in their independence skills and show good awareness of basic hygiene. Many of the children are able to control pencils, pens, scissors and have access to a good range of activities to develop their manipulative and small muscle skills. Children have a good spatial awareness. They have daily free access to outside area where they ride bikes and scooters, balance on beams and climb and are gaining confidence at regular gym sessions in the college hall.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children experience a good range of resources and activities to explore a variety of media and materials. They make three-dimensional models using recycled materials. They express their ideas freely through a good range of activities including role-play, creative and movement. Children are fully involved in activities and have opportunities to respond to a range of experiences, for example smelling and tasting, at regular cooking sessions in which children are involved.

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:
- maintain the current high level of provision by continuing to monitor and review the recently introduced planning
- improve the presentation of the information relating to the areas of learning, which is displayed for parents in the entrance area.

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.