



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109747

DfES Number: 515634

INSPECTION DETAILS

Inspection Date 20/07/2004
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Full Day Care
Setting Name ST BERNARDS NURSERY
Setting Address OAKRIDGE METHODIST CHURCH
VIVIAN ROAD
BASINGSTOKE
HAMPSHIRE
RG21 5LG

REGISTERED PROVIDER DETAILS

Name Mrs Carolyn Sloan

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 Bernard's Nursery opened in 1974 and moved to its current premises in 1998. It operates from Oakridge Church in the town of Basingstoke. The nursery have access to three rooms and a large fully enclosed out door area. The nursery serves a wide geographical area.

There are currently 45 children on role. This includes 31 funded 3 and 4-year-olds. Children attend a variety of sessions a week. The nursery supports children with special needs. There are children attending who speak English as an additional language.

The nursery opens five days a week, 51 weeks of the year. Sessions are from 08:30 to 17:30.

Eight staff members are employed to work with the children. All staff members have Early Years qualifications to NVQ 3. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

St Bernard's Day Nursery offers good quality care for children. Staff develop good relationships with the children and parents. The staff team are committed to updating their childcare skills and knowledge with regular training. The manager provides good support to the staff and demonstrates sound knowledge of the requirements for registration and the National Standards for Full Day Care. All documentation is in place. However the procedures for behaviour lacks some detail.

Staff give high priority to ensuring the security of the children and consistently carry out procedures detailed in the policies. Good hygiene is promoted and the children are encouraged to become independent in their personal care. A good range of healthy meals and snacks are offered and staff foster the children's independence appropriately. Children develop confidence and are secure in their environment. However some hazardous plants in the outdoor area are not inaccessible to

children.

The staff ensure the children have access to a wide range of interesting and stimulating activities with a well planned curriculum to promote and enhance the children's play and learning, both indoors and outdoors. Staff are caring and sensitive to the children's needs and children's behaviour is well managed.

The staff have good relationships with parents. The parents support the nursery and liaise with staff daily. Children's progress records are clearly recorded and shared with parents. Parents receive good quality information relating to the setting and its curriculum. However parents are not made fully aware of the operational procedures for the nursery.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The high ratio of qualified staff and staffs' commitment to updating their childcare knowledge and skills results in the nursery providing an effective play and learning environment where the children can progress, feel settled, are confident and happy.
- Staff are aware of the individual needs of the children. Staff provide good opportunities for children to initiate or choose an activity for themselves thus encouraging independence and self reliance.
- The nursery provides an effective play and learning environment for the children indoors and out. Children are happy and settled in their environment; they move around freely and with confidence.
- Staff plan first hand experiences that enable children to make choices as they develop their skills, knowledge and understanding. They support the children's care, learning and play well with a good range of activities that take place indoors and out.
- All children's work and achievements are valued. Their work is sympathetically displayed in all areas of the nursery. The rooms and play areas are well prepared and activities well presented to the children, encouraging their confidence to select play materials from a good range of resources.
- Staff are vigilant of the children's safety indoors. They demonstrate an awareness of children's developing abilities which helps to ensure appropriate safety measures are in place.

What needs to be improved?

- the procedures for behaviour, safety and informing parents of the operational 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
6	Ensure hazardous plants in the outside area are made inaccessible to children.
11	Further develop behaviour procedures to include support and training available to staff.
12	Provide opportunities for parents to access relevant information relating to operational procedures.

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

How effective is the nursery education?

St Bernard's Day Nursery provision is acceptable and of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff plan a variety of practical activities and understand what the children learn from them. They engage the children in some stimulating, well planned and spontaneous activities, and consolidate the children's learning through questioning and revisiting topics to enhance their learning. Planning of the curriculum is effective and covers the early learning goals and the stepping stones. Observations and assessments kept of the children are fully recorded and provide a clear picture of the children's progress. There are effective systems in place to provide good support for children with special needs. However, there are some missed opportunities to develop practical mathematical ideas and fully exploit children's knowledge and understanding of the world.

Leadership and management of the setting is very good. A well structured management system and a shared understanding and commitment to early years is visible. Staff have access to guidance, support and relevant training from appropriate sources. The staff team takes individual responsibility for planning the curriculum and involves all the staff in contributing to this work. The manager regularly reviews the working practises and the paperwork demonstrating how the setting adapts to change and how it is evaluated.

Partnership with parents is generally good. Parents and carers receive detailed information about the education provision through brochures, newsletters and displays. Staff provide regular time for discussions, sharing records of the children's progress and providing a two way flow of information, knowledge and expertise.

What is being done well?

- Staff provide very good opportunities for children to initiate or choose an activity for themselves thus encouraging independence and self reliance. Children are happy and settled in their environment; they move around freely and with confidence.
- Parents are kept well informed of their child's progress and of the educational provision in the nursery. There is a good range of information and photographs displayed for parents to show how children approach, become confident and achieve in their learning.
- Children benefit from effective teaching to develop their exploration skills. They confidently explore textures, sounds and rhyme through well planned and spontaneous activities.
- Children's communication language and literacy skills are promoted effectively through a varied range of activities.

What needs to be improved?

- the use of the outdoor area to promote understanding of the natural world
- the attention given to increasing children's awareness of early mathematical concepts through practical activities.

What has improved since the last inspection?

There were no key issues to address from the previous inspection but points for consideration identified the need for the setting to review its recording procedure, to develop a more manageable system for recording the children's developmental progress for all the six areas of learning.

Staff have implemented activity sheets to detail how and when children are achieving in adult-led activities as well as tracking the children's progress through the nursery. These sheets form a link to the children's profiles and identifies individual progress towards the early learning goals and stepping stones.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and happy in the environment and are motivated to learn. Their independence is encouraged by staff who allow the children to extend and direct their own activities as well as selecting resources for themselves. Children are sensitive to the needs of others, they share toys, readily take turns and co-operate with each other for example helping younger children find their names. Children are praised in their work and play helping build their self-esteem and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact and talk with each other and adults confidently. They readily invite and include staff in their play and activities. Children use language well to negotiate and express their ideas with each other and adults. Their spoken language and writing skills are developing well as a result of the good range of planned and spontaneous activities. There are good opportunities for the children to practise emergent writing and to recognise and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show confidence in counting and count up to and beyond ten. There are good opportunities to develop children's recognition of shape, colour and size through practical activities such as building with foam bricks and play dough activities. The potential to develop children's awareness of early subtraction and addition is not always exploited in practical activities such as counting and comparing the number of children at snack and group times.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a good range of activities to learn from first hand experiences and their senses. They use a varied range of construction activities, play dough and make models to extend their skills. Children know how to use technology confidently for example taking their own photographs. There are good opportunities for children to visit the local community. Opportunities to find out more about the natural world in the outdoor area are sometimes prohibited by external factors.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are provided with good challenges to develop their physical skills for example balancing and manoeuvring bikes and trikes and roll and bounce on space hoppers. They enjoy large physical activities indoors such as climbing and parachute games. The children are taught to handle and control small objects such as pens, brushes, cutlery and scissors to develop their small manipulative and muscle skills. They show confidence in their personal care and show a good awareness of basic hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate in music and movement sessions, using their imagination as they stamp like elephants and jump like kangaroos. They curl up and hide in the parachute and enthusiastically imagine they are in a dark dark room. Children draw on their experiences in role play activities which are varied and interesting as they pretend to be a teacher reading stories and play families in the home corner. Children draw freely and paint in different ways using a varied range of materials.

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:
- increase opportunities to help children develop their understanding of comparing numbers, through practical problem solving.

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.