



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 220164

DfES Number: 510774

### INSPECTION DETAILS

Inspection Date	13/08/2004
Inspector Name	Kristin Hatherly

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Mary's Day Nursery
Setting Address	Towcester Road Northampton Northamptonshire NN4 8EZ

### REGISTERED PROVIDER DETAILS

Name	St Mary's Day Nursery 290721
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### ORGANISATION DETAILS

Name	St Mary's Day Nursery
Address	Towcester Road Northampton Northamptonshire NN4 8EZ

## 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 Mary's Day Nursery was established in 1981. It operates from church rooms in the Far Cotton area of Northampton. The day nursery serves the local area.

There are currently 63 children from 2 years to 5 years on roll. This includes 25 funded 3-year-olds and 21 funded 4-year-olds. Children attend for a variety of sessions. There are three children currently attending with special educational needs and two children who speak English as an additional language.

The day nursery opens five days a week throughout the year except for public holidays. Sessions are from 8:00 to 18:00.

A total of seven full time and two part-time staff work with the children. Staff have or are working towards an appropriate early years qualification to NVQ level 3. The setting receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

St. Mary's Day Nursery offers good quality care for children. The setting offers a warm and welcoming childcare experience. The premises are clean, safe and secure with well organised space to promote children's development. Furniture equipment and toys are appropriate for their purpose and help to create an accessible and stimulating environment. Most records, policies and procedures are in place to support the safety, care and well being of the children.

Staff promote safety and are aware of potential hazards. There are clearly defined procedures for emergency evacuation of the building in the event of a fire. Health and hygiene practices are maintained and children are encouraged to learn about personal hygiene in order to prevent the spread of infection.

A variety of activities and resources are provided to promote children's learning in all areas. Children participate in outdoor play and have access to a large hall during

bad weather. Staff build positive relationships with the children. They are aware that some children may have special needs. Staff use reassurance and appropriate praise which has a positive effect on the children's confidence and self-esteem. They are interested in what children do and say, asking questions to develop their thinking. There are clear routines to sessions which help children feel secure. As a result, children behave very well.

The day nursery develops positive relationships with parents. Parents receive useful information about the setting and are able to read the policies and procedures. Information is exchanged to ensure that parents views are respected and the individual needs of children are met. Parents report positively about the setting.

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

At the last inspection, the day nursery was asked to develop an operational plan which included a policy with regard to the exclusion of ill children and appropriate child protection procedures. They were also asked to record visitors, ensure fresh drinking water was available to children at all times, ensure there was a named member of staff for behaviour management and obtain a current first aid certificate. All of these requests have been complied with appropriately to promote the safety, health and well being of the children.

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

- There is a very good range of activities, toys, resources and equipment both inside and outside. This promotes the children's emotional, physical, social and intellectual capabilities.
- Staff build positive relationships with the children. They listen to and value what children say and provide consistent routines which results in very good behaviour.
- Good use is made of space. This enables children to move freely and develop their play and learning.
- Staff encourage children to develop good hygiene practices which prevents the spread of infection.

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

- child protection procedures to include telephone numbers of police and social services.

### **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
13	Ensure the child protection procedures include the contact names and telephone numbers for the local police and social services department.

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

### How effective is the nursery education?

Children attending St Mary's Day Nursery are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a clear understanding of the Foundation Stage. Plans identify learning intentions and key activities are evaluated generally but do not show whether learning intentions have been met. There is an effective system for observation and assessment. They plan a stimulating environment which engages the children well and allows them to initiate their own learning. Opportunities for older and more able children to develop their mathematical understanding by solving simple problems are limited. Staff make good use of carefully framed questions to develop children's thinking skills. They generally take account of events and interests to extend children's learning. However, opportunities are missed for linking sounds to letters and for children to learn the importance of being healthy and active. There are suitable systems in place to support children with special educational needs and children who speak English as an additional language. Positive relationships are built with the children, whose resulting behaviour is very good. Space and resources are organised effectively so that children can move freely and make choices in their activities.

The leadership and management of the day nursery is generally good. The day nursery is managed by a committee who have appropriate systems in place for recruitment, induction and staff appraisal. Staff are very committed and work well together as a team.

Partnership with parents is generally good. A range of information is available to parents so that they are aware of the Foundation Stage and how the day nursery operates. Parents are informed of their children's progress through parents evenings and informal discussion. Parents join in events and are encouraged to be involved in their children's learning.

### What is being done well?

- Children are confident, motivated to learn and develop a positive view of themselves as successful learners. They show an interest in the range of activities provided and take part with enthusiasm moving confidently from activity to activity.
- Children speak clearly and confidently and use language for a variety of purposes. They are confident to speak in familiar groups and during role play.
- Staff manage children's behaviour skilfully and set clear boundaries, which are applied consistently. As a result children learn what is expected of them and they behave well.

- The programme for physical development enables children to move and use equipment with increasing control. They show an awareness of their own and others personal space during activities and when playing together.

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

- opportunities for children to link sounds to letters
- opportunities for older children to solve simple mathematical problems across a range of activities and in everyday routines
- opportunities for children to learn the benefits of being healthy and active
- evaluation of activities in meeting the learning intentions identified, to inform future planning.

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

Generally good progress has been made in implementing the issues from the last inspection. The day nursery has now developed the planning to include the early learning goals and all six areas of learning. Observations and assessments are now carried out regularly and used to inform future planning. Children also have free access to craft, drawing and writing materials daily all of which has had a positive impact on children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and motivated to learn. They confidently take part in activities in small and large groups and are aware of routines. They develop good relationships with staff and peers, begin to co-operate with each other and assist staff with tasks. Children respond readily to clear guidance and learn what is expected of them. They behave well. Children operate independently. Older children successfully pour drinks at snack time, and manage their personal hygiene.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently in small and large groups. They listen and respond well to questions. Four-year-old children take turns and respond appropriately during conversations. Children are developing their early writing skills. Younger children make marks and older children write recognisable letters of their name, some all of their name. Children recognise their names from cards and regularly share books. Opportunities for children to link letters to sounds are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an interest in number and engage in spontaneous counting during activities. Children discover the properties of different shapes as they work with construction and craft activities. They use words to describe position, weight and size and explore capacity as they work with sand and water. Opportunities for older children to solve simple problems are limited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore how things work and why things happen using a range of resources that stimulate their curiosity. They learn about growth by planting and investigate the properties of various materials. Children are able to complete a simple programme on the computer. Children talk about past and present events in their lives. They develop an awareness of their own culture.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move and use equipment with increasing control. They show an awareness of their own and others personal space during activities and when playing together. Children successfully use a variety of tools and equipment to develop and challenge their fine and gross motor skills. There are insufficient opportunities for children to learn about the benefits of being healthy and active.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore and express their creativity using a variety of interesting materials and resources. They experiment in two and three dimensions. Children use musical instruments to produce sound patterns when accompanying musical tapes. They make connections in their learning through a variety of role play situations which engage them well. Opportunities for children to share and communicate their own feelings are limited.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- ensure that the evaluation of activities relate to the achievement of the learning intentions identified so as to inform future planning
- provide opportunities for children to develop their mathematical skills by solving simple problems across a range of activities and in everyday routines
- provide opportunities for children to link sounds to letters.

*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.*