



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 309787

DfES Number: 510860

INSPECTION DETAILS

Inspection Date 08/10/2003
Inspector Name Margaret Baines

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St. Thomas' Nursery
Setting Address St. Thomas' CE Primary School
 St. Thomas' Road
 St. Annes
 Lancashire
 FY8 1JR

REGISTERED PROVIDER DETAILS

Name Mrs Kathleen Asquith

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 Thomas's nursery operates from a purpose built building situated in the grounds of St Thomas's primary school in St Anne's. The setting offers full day care for children from two years to five years during term time only with some holiday care during the school holidays.

There are currently 36 children on role of which 22 are in receipt of funding.

The setting offers a large play area which is divided into several areas, a small quiet room and an enclosed outdoor area.

The setting is privately owned by three members of staff and the primary school having a quarter share. A committee exists for the management and the setting is run on a day to day basis by Mrs Asquith who is also a partner.

Mrs Asquith holds a level 111 qualification and most staff are qualified in child care.

The setting have a pet hamster who goes home each weekend with one of the children.

How good is the Day Care?

St Thomas's nursery provides good care for children. The staff work well together as a team led by the supervisor who holds a level 111 child care qualification. Most staff are qualified in child care. Staff are clear about their roles and responsibilities which ensures that a varied and interesting programme of activities are provided for the children.

The nursery is warm and welcoming to parents, children and visitors ensuring security for the children. Staff get to know the children well which provides a secure environment in which they learn through play. Children have access to a wide range of resources, which meet their various ages and stages of development. Children with special needs are welcomed and supported within the setting. Good communication exists with the Early Years Partnership and Special Needs

Coordinator.

Staff have a keen awareness of safety issues for young children both in and out of the nursery and most safety aspects have been attended to ensuring a safe secure environment in which children may play. Dietary needs are catered for in line with a healthy eating policy by providing healthy snacks and drinks.

Staff have a good understanding of equality of opportunity and ensure that each child is valued and has their individual needs met thus ensuring an environment is provided which reflects diversity in a positive manner.

Parents are provided with detailed information about the setting and the activities, which take place so providing good communication for all. They have opportunities to discuss their child's development and well being in the nursery. Documentation is detailed and stored securely ensuring confidentiality of information.

What has improved since the last inspection?

The setting has put in place those actions agreed at the last inspection. They have revised the registration system to include the arrival and departure times of the children who attend so ensuring an accurate attendance register is available. The setting has provided evidence of the suitability of named drivers and vehicle insurance and MOT certificates thus ensuring safety for children in transit.

What is being done well?

- Staff have a good understanding of the individual needs of the children through the key worker system and through talking and listening to both children and parents.
- Staff promote all areas of learning within a play environment adapting and extending opportunities to meet children's individual needs. There is available a wide range of age appropriate resources which children find interesting, fun and exciting. The introduction of the discovery area has further extended children's opportunities in creative development.
- Staff pay particular attention to all aspects of safety. There are in place effective policies and procedures which are reviewed periodically. There is also in place a risk assessment.
- The setting promotes effective partnerships with parents by providing them with detailed information about the setting, by informing them on a daily basis about the activities that their child has participated in and through parents evenings and written reports. Parents confirmed that they are happy with the setting through discussion and from the questionnaires.
- Records are maintained to a high standard, are easily accessible, are detailed and are reviewed regularly which ensures that the policies and procedures meet current requirements.

What needs to be improved?

- cleanliness in relation to the outdoor area

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 that the outdoor play area is thoroughly checked for debris prior to the children having access

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

How effective is the nursery education?

Children at St Thomas's nursery are making generally good progress in five areas of learning and very good progress in creative development. Effective planning and teaching assists children to progress through the stepping stones towards the early learning goals. Teaching is generally good, staff promote independence and creativity through a range of planned activities. Staff are good role models who demonstrate a positive attitude. Staff generally have a good understanding of teaching methods however there are several missed opportunities to promote learning in mathematical development, communication language and literacy and physical development. Leadership and management is generally good. Staff have opportunities to develop professionally and have their experiences extended through training.

At present there are two children who attend the setting who have a special need. They are very well supported within the setting. There is in post a special needs coordinator who ensures that all special needs are addressed in accordance with the code of practice. Children are encouraged to work as a group and share experiences with their peers.

The assessment of children's learning has been introduced effectively and staff ensure that children's developmental achievements are monitored and recorded. The setting has available an extensive range of resources and provides interesting and age appropriate activities to meet the needs of all children who attend; however there are limited opportunities to use IT and programmable toys.

Parents are provided with detailed information about the setting and are encouraged to share information about their child to inform future planning. The setting ensures parents are well informed about the activities, which take place and offer a formal parents evening to discuss individual children's progress. Parents could be encouraged to provide written comments about their child's development at home.

What is being done well?

- children's creative development is very good. The setting has developed a discovery area which children use daily and where they can experience a range of various mediums to
- promote their creative development.
- children are confident and are beginning to work as a group and share their experiences.
- partnerships with parents are very good, parents are encouraged to share their skills and interests. Parents are provided with detailed information about the setting.

- staff training is promoted within the setting; staff are encouraged to attend training to promote their professional development.

What needs to be improved?

- opportunities to extend children's learning during snack time
- the outdoor play area to provide opportunities to develop children's learning through play
- opportunities for children to access the computer or programmable toys on a daily basis to enhance their learning
- children's access to writing materials to ensure that they have opportunities to mark make for a variety of purposes
- access to name cards to assist children to begin to write their names from the beginning of their funded education.
- teaching methods to ensure children are clear about what is expected of them during the session

What has improved since the last inspection?

The setting has put in place those points for consideration which were identified at the last inspection. These were required to provide additional dressing up clothes and props to share other cultures. These have been provided and very much enhance the children's learning and development when they are made available.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal social and emotional development is generally good. Children are interested and motivated to learn from a range of planned activities. Children are beginning to feel confident about sharing their experiences in a group situation. Children are beginning to understand what is right and wrong; staff manage behaviour effectively. Children are learning to share and take turns. There are some missed opportunities to extend children's learning at snack times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication language and literacy is generally good. Children interact and talk with their peers. Children listen with enjoyment to stories and rhymes. They use talk to explore and organise real and imagined experiences. Children have opportunities to recognise their name and some are beginning to write their name. There are missed opportunities to extend children's vocabulary particularly at story time.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children count confidently up to five and are beginning to count to ten. Children are beginning to use number in a familiar context. They are developing an understanding of shape and space through a range of activities. However there are insufficient opportunities to use mathematics in every day activities and to write numbers for a range of purposes. Snack time could be used to extend learning in mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children progress's in knowledge and understanding of the world is generally good. Children are beginning to understand about past and present as they discuss events in their lives. They are developing an understanding of their own culture and those of others through a range of planned activities. Children have opportunities to learn about their environment through topic work and discussions. Opportunities to use information technology or programmable toys are limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Children move freely with confidence and control as they move around the setting both in and out of doors. Children are beginning to use a range of small equipment with confidence. Children are beginning to show an awareness of keeping healthy through a range of planned activities. Some can put on their coats and are beginning to fasten them. There are missed opportunities within the outdoor area to extend children's learning.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's progress in creative development is very good. Children have the opportunity to explore, colour shape and texture through a range of planned activities. They are beginning to sing simple songs from memory and match music to movement. Children have the opportunity to use their imagination through role play activities. They have access to a good range of resources that promote their creativity particularly in the discovery area.

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

- consider ways that snack time can be developed to promote learning for children
- develop the outdoor play area
- provide opportunities for children to have daily access to programmable toys or information technology
- ensure that children are clear about the activities of the day and how they are to be achieved

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.