



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309683

DfES Number: 583550

### INSPECTION DETAILS

Inspection Date	22/10/2004
Inspector Name	Jane Pamela Berry

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Brindle St Josephs Nursery Group
Setting Address	Bournes Row Hoghton Preston Lancashire PR5 0DQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Brindle St. Josephs Nursery Group
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### ORGANISATION DETAILS

Name	Brindle St. Josephs Nursery Group
Address	Brindle St. Josephs RC Primary School Bournes Row, Hoghton Preston Lancashire PR5 0DQ

## 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

Brindle St Josephs Nursery Group has been registered since 1997. The provision is located within Brindle St Josephs R C Primary School, in Hoghton a rural area of Preston, Lancashire.

The provision is registered for 36 children overall. There are currently 25 children on roll, none of whom have additional needs. There are 12 funded three year old children and four funded four year old children attending the provision.

The provision consists of a nursery, a breakfast and an after school club.

The nursery is open 9:00 to 3:00 and the breakfast/after school club is open 7:30 to 9:00 and 3:00 to 6:00, all the facilities operate term time only.

The group has good links with the Early Years Team and conduct self evaluations as part of quality assurance.

### How good is the Day Care?

Brindle, St Josephs Nursery provides good quality care for children. The staff team is well established and a clearly defined management structure is firmly in place. The building is clean and brightly decorated creating a warm and pleasant atmosphere.

Documentation is satisfactorily in place, however the child protection policy could be further developed in line with the procedures. Good attention is paid to providing for children's safety, health and well being, for example routines are used to promote good hygiene practices. Meal times are relaxed social occasions that children enjoy.

Staff provide high quality care. The children are provided with an excellent range of resources and equipment supporting their development and independence. Systems are in place to ensure children with special educational needs are well supported. Inclusion is actively promoted, for example through effective relationships with children and parents. Effective staff deployment ensures children are happy and well

supported. Children are secure and confident, in an environment that promotes their confidence and self esteem. The setting has a positive approach to behaviour management enabling children to develop a sense of right and wrong. Children concentrate and listen well during story sessions. They respond very well to the support and encouragement they receive from staff. Children have many good opportunities to be independent. They are enthusiastic and respond very well in focussed activities, as well as the activities they initiate for themselves.

Parents are consulted in order to discuss the needs of individual children. They receive regular communications and are given verbal feedback daily on what children have been doing. Parents are very satisfied and speak highly of the services provided.

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

At the last inspection the provider was asked to ensure the outdoor play area is safe, to ensure staff attended first aid training and to update the staff's knowledge of child protection. The provider was also asked to update policies in respect of medication, incidents, complaints and child protection. The provider has made very good progress with the actions from the last inspection, staff have valid first Aid certificates, the policies are satisfactorily in place and the outdoor area is now secure. Thus improving the quality of services provided and making the environment safer for the children.

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

- Staff provide high quality care and activities that are suitable for children's stages of development. Successful systems are in place to ensure children with special educational needs are well supported. The setting has a positive approach to behaviour management which enables children to develop a sense of right and wrong.
- Relationships with parents are very good. Parents are consulted on children's individual needs and progression is monitored effectively. Parents receive regular communication and effective policies are in place informing parents of child care practices.
- Children are happy and are well supported. They are provided with an excellent range of interesting activities that supports their education and social development.
- Parental feedback is valued and respected by the staff. They receive very good information about their children's welfare and progress. Information provided by parents is used to influence the care and routines provided.

#### **An aspect of outstanding practice:**

The attention given to promote children's independence is excellent. The staff ensure children have a wide range of stimulating and well planned experiences in all areas of their learning. The areas provide continuous provision, for reading and writing, mathematical games, exploration involving sand and water play.

Experiences that promote children's imagination and natural creativity are readily accessible, for example a good range of creative materials for joining and building inspire the children to make their own aliens. The children participate in self registration, they write the number of children present on the wipe board and are enthused by the adults caring for them. Children read and write eagerly, for example they find their own paper for creative play already inscribed with their names. Some children can read the names of their friends and help them locate their names, without being prompted to do so. (Standard 3, Care, Learning and Play)

#### What needs to be improved?

- Further improve the child protection policy in line with the ACPC guidelines, to include a clearer procedure for allegations made against staff.

#### 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 policy makes the area child protection committee processes clearer in the event allegations are made against staff.

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

### How effective is the nursery education?

Brindle, St Joseph's nursery offers very good quality education. Children are making very good progress towards the early learning goals in all areas of their learning.

The planning and the organisation of the curriculum is very effective. Staff have a sound knowledge of the early learning goals. Staff know the children well and ensure that individual needs are met by providing appropriate challenges. Staff support children's behaviour well, they are calm and confident and have realistic expectations of the children. Resources and time are used effectively to support children's learning. Staff work well together as a team, observing and assessing children's progress in all aspects of their learning and development. Staff meet regularly to discuss planning and ensure that children's future learning is clearly based on what they already know, can do and aspire to achieve.

Staff, parents and managers work very well to share information on children's progress. Good attention is given to evaluation and forward planning. A high level of commitment is afforded to development and training. The centre is a valuable community resource.

The very good partnership with parents and carers is established from the time children start at the nursery. There is a good range of displays that inform parents about aspects of children's learning and the educational programme.

### What is being done well?

- The planning of the educational programme for children in all the areas of learning is very good and there are no weaknesses identified. Staff plan an effective programme of activities, that links with their knowledge of children's progress to ensure that the activities planned, build on the firm foundations of what the children already know and understand.
- Staff pay excellent attention to children's personal, social and emotional development. They provide a secure and happy environment which makes children feel secure. They provide reassurance and support that meets children's individual needs well. As a result children are developing self confidence and good levels of personal independence.
- Good emphasis is placed upon developing children's language skills. This has resulted in children who speak confidently and listen carefully. Even the youngest children are able to express their own ideas confidently and articulately. These activities are supported by stories and times set aside for discussion.
- Children's behaviour is very good. They are building good relationships with each other and with the adults working alongside them. Staff are led and managed well. They are very effective as a team and participate in ongoing

training and development opportunities.

- Parents are given good quality information about the setting and their children's progress towards the early learning goals

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

- further enhance the quality of the outdoor curriculum.

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

At the last inspection the provider had no key issues identified. The provider was asked to consider how the nursery will continue to build on the existing good practice and the excellent well balanced, and stimulating learning programme provided. This has been very successfully implemented. The setting has continued to grow from strength to strength, and continues to offer an excellent service.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children join in activities enthusiastically and are confident in their own abilities. They select their own play materials and make informed choices supported by adults. Children attend to their own personal needs. They undertake simple jobs and activities promoting their independence. They are learning about different lifestyles and talk about their own experiences. Children have established very good relationships with adults and their peers.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have many opportunities for stories and rhymes, developing their language, comprehension and imagination. Some children are very competent mark makers, story tellers and listeners. Text is displayed around the classroom very well. Children recognise and write their own name and identify letter sounds. Children utilise the mark making and free drawing materials very well practising their co-ordination and using their imagination.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy counting and recognise numerals in everyday activities, for example counting the number of children present and writing it on the easel. Simple addition and subtraction is introduced as children play alongside staff. Children weigh and measure, they explore size, shape and capacity. Staff utilise available opportunities to extend children's thinking and develop their understanding of mathematical concepts and prepositions in stories, action rhymes and games.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have many good opportunities to build, construct and experiment with a variety of materials. Children are learning about the world we live in and about the environment. They enjoy designing and constructing models, using different materials. Children are learning about different lifestyles. They are becoming increasingly confident with information technology.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use a range of physical play equipment, they move around negotiating space and objects with dexterity, confidence and control. Children handle tools effectively for example using scissors to cut shapes. Children practice their fine motor skills, threading objects. Children participate in action rhymes confidently. Their awareness about their bodies and health issues is developing well, for example the importance of washing their hands.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
A varied and exciting program of activities are available to children. Children enjoy singing and acting out nursery rhymes. They have many opportunities to express themselves freely using different mediums, for example glue & paint and role play materials. The children enjoy making up stories and using the imaginative equipment, like the fire station for pretend play with their peers.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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 key issues from this inspection however as a point for consideration, the following should be considered;
- That further consideration is given to enhancing the quality of the outdoor curriculum.

*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.*