



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY216824

DfES Number: 522590

INSPECTION DETAILS

Inspection Date 20/04/2004
Inspector Name Kashma Patel

SETTING DETAILS

Day Care Type Full Day Care
Setting Name St Pauls Nursery
Setting Address St. Pauls Nursery
10 Malvern Street, Balsall Heath
Birmingham
West Midlands
B12 8NN

REGISTERED PROVIDER DETAILS

Name The Committee of St Pauls Community Development Trust
1429707 508943

ORGANISATION DETAILS

Name St Pauls Community Development Trust
Address Hertford Street
Birmingham
West Midlands
B12 8NJ

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 Day Nusery opened in 2002. It operates from 5 rooms in a purpose built unit.

There are currently 55 children from 0 to 5 years on roll. This includes 10 funded three-year-olds and 9 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens 5 days a week during school term times/all year round. Sessions are from 7.30am until 6.00pm.

Twenty two part/full time staff work with the children. Over half the staff has an early years qualification to NVQ 2 or 3. There are 8 Staff who are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

St Paul's Day Nursery provides satisfactory care for children.

The staff have created a welcoming environment for parents and children by greeting them as they come in. Space and resources are not organised effectively due to lack of adequate storage in the nursery. Toys are maintained in good condition and promote children's overall development, children also have opportunities to self-select toys and resources. All documentation is in place.

Staff are active in promoting good hygiene standards and will act in the children's best interests if they are ill, however toileting and changing facilities are not adequate. Childre's safety is also promoted. Staff treat children with equal concern and take account of their individual needs. Children are provided with regular drinks and snacks and dietary needs are met. The Staff are fully aware of their

responsibilities regarding child protection.

Staff plan activities which are appropriate for children's stage of development. Children have the opportunity to develop positive attitudes towards diversity, but the nursery lacks images that promote equality of opportunity. Good behaviour is valued and children are encouraged to share. The staff's methods for dealing with challenging behaviour are sensitive and age appropriate.

The nursery promotes good relationships with parents. They are made welcome and encouraged to share information about their children on a daily basis.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff take positive steps to promote children's health and safety, both inside and outside.
- Children are provided free access to all the play area's and to toys and equipment. They can self-select resources.
- Staff have good relationships with children, and encourage children to be independent.
- Children are provided with nutritious snack and drinks during the day.
- There is good partnership with parents and other professionals. Parents are kept informed daily of there children's progress.

What needs to be improved?

- health & hygiene regarding the toilet and changing facilities
- storage of toys and equipment
- accuracy of children's attendance
- images promoting equality of opportunity.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
4	Ensure that toilet and changing facilities conform with Environmental Health.	01/12/2004
4	Ensure there is adequate storage and space for toys and equipment.	01/12/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Keep an accurate register of children's attendance.
7	Ensure all accidents forms are signed by parents.
9	Ensure posters depicting equality of opportunity are displayed around the nursery.

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

How effective is the nursery education?

St Paul's nursery offers a range of interesting activities through which children enjoy learning. They enable three and four year olds to make generally good progress towards the early learning goals.

Teaching is generally good with staff's knowledge of the foundation stage and supporting stepping stones, providing a varied range of activities being planned for the six areas of learning, although there is limited access to a writing area. The children are assessed regularly and these assessments feed into the children's initial development plans and play plans for the pre-school children. The evaluations inform short term planning, which identify children's needs and support children with special educational needs, but this information is not recorded. There is a system for supporting children with English as an additional language.

The resources are well used within the setting, with the indoor area organised to support children's learning in specific areas and many of the resources are independently accessible, however the storage of access equipment needs to be addressed. Behaviour management is consistent, therefore children respond well to positive strategies and rewards.

Leadership and management is generally good. Regular team meetings and supervision sessions are held monthly. All staff have involvement with the planning and there is a real commitment to staff development through training. Staff development is assessed through the appraisal system which works well for personal and group training needs and responsibilities. The group assess the activities planned through evaluation and discussion with the early years advisory teacher, but this information is not recorded on the planning.

Partnership with parents and carers is generally good. Parents are involved with their children's learning and are kept informed about the Curriculum. However some parents commented that they would like regular feedback on their child's progress.

What is being done well?

- The children enjoy joining in with songs and stories and are able to ask questions and hold discussions with peers and staff in small and large groups.
- The children are becoming increasingly independent within their own routines. They are developing acceptable social skills such as taking turns, co-operating and trying new activities.
- There is a good range of activities daily including free access to collage. Children are able to self select toys and equipment.
- Parents are able to be involved with children's learning through newsletters;

they share information with key workers on a daily basis.

What needs to be improved?

- increase opportunities for children to write, match and recognize their names
- storage and organisation of toys, equipment and resources
- access to the writing area and the resources
- recording of challenges set for 3 and 4 year olds
- recording of support for children with SEN and EAL.

What has improved since the last inspection?

The nursery now includes information on the early learning goals in the handbook for parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to develop in the areas of personal, social and emotional development. They are confident, independent and well behaved. In small and large groups they listen for instructions and wait patiently for their turn. Children have good relationships with staff and with their peers. There were limited opportunities for children to develop self help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning words to songs and enjoy the repetitive phrases. They can relate events with confidence through large and small group discussion. Children have free access to books which are accessible. They understand the correct way print is read. The children are practising pre-writing skills and are attempting to write their own names, but opportunities are limited and there is no consistency.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making progress in the area of mathematical development. They have opportunities to learn about shape and size, and have activities that involve them in comparing sizes. Children do not use every day activities to develop a concept of numbers and positional language. Children learn about numbers and subtraction through songs and stories e.g. five speckle frogs & the hungry caterpillar.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to share experiences about their own families, and are extending their learning about the local environment. They are developing their identities within their home communities. They have free access to ICT, but do not have opportunities to load CD's. They have an awareness of other customs, cultures and beliefs from celebrations and have positive resources in the nursery. Children are learning about growing through planting bulbs and vegetables and looking after them.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's are making good progress in there Physical development. Children use large equipment for balancing and climbing, they are also able to stop, start and turn with confidence. Children use small equipment with good control and skill. Children were observed using a range of equipment and materials in the creative area.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are able to use their own imaginations and express themselves within craft activities. They regularly engage in music activities, with instruments and sing songs. They consistently comment on texture and enjoy retelling stories that are their own experiences. They partake in a wide range of creative activities and mediums. Children have a role play area, but there are limited resources and insufficient space.

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

- increase opportunities for children to write, match and recognize their names
- access to the writing area and the resources
- recording of challenges set for 3 and 4 year olds
- recording of support for children with SEN and EAL.

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.