



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122523

DfES Number: 514699

INSPECTION DETAILS

Inspection Date	21/01/2004
Inspector Name	Helen Hudd

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Clements Nursery School
Setting Address	307 Kingston Road Ewell Epsom Surrey KT19 0BW

REGISTERED PROVIDER DETAILS

Name	The Committee of St Clements Nursery School
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ORGANISATION DETAILS

Name	St Clements Nursery School
Address	Kingston Road Epsom Surrey KT19 0BW

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 Clements Nursery School has been registered as a private nursery since 1996, and was a playgroup for thirty years before this.

The nursery operates from a church hall and has access to kitchen, toilet and outdoor play facilities. There are currently 38 children on roll, this includes 21 funded 3 year olds, and 4 funded 4 year olds. There are no children with special educational needs or who speak English as an additional language attending currently.

Opening hours are 09:30 to 12:00 Monday to Friday during term time only.

Two full time and five part time staff work with the children; of these, five have an early years qualification to level three and one is working towards a qualification. Ongoing training opportunities are accessed through the Early Years Childcare Service (EYCS).

How good is the Day Care?

St Clements Nursery provides satisfactory care for children. A new supervisor has recently taken over and has devised an action plan identifying positive changes to be implemented at the group. A safe and welcoming environment is provided for parents and children, and a good range of equipment is available, although there is no comfortable furniture for children who wish to relax or play quietly. Record keeping is well organised and meets requirements, however some lacks the necessary detail and staff do not have a good understanding of all policies.

Most staff have a first aid qualification and take appropriate steps to maintain a hygienic environment, however hand washing facilities are poor and do not promote children's health. Children can access fresh drinking water independently from a dispenser. An equal opportunities policy is in place and positive reflection of race, culture, language and religion is seen some of the resources. The Special Educational Needs Co-ordinator (SENCO) has a good understanding of the Code of Practice for the Identification and Assessment of Special Educational Needs,

however people with disabilities are not positively reflected and some staff show a lack of awareness of special needs. A clear child protection policy is in place and the Area Child Protection Committee (ACPC) procedures are available for reference.

Children play purposefully and co-operatively together. Staff join in with their activities, providing help and encouragement and generally responding to their needs so that the children are relaxed and confident. Staff manage behaviour well and promote good behaviour by giving verbal praise and reward stickers. Parents provide positive feedback about the group although some would like more information about their child's progress. General information is provided through the notice board, newsletters and verbal feedback from staff.

What has improved since the last inspection?

At last inspection the group was asked to produce nine new policies, to amend the complaints procedure and to ensure they have appropriate insurance cover. All policies are now in place and are made available for parents. The complaints procedure now includes the address and telephone number of the regulator and sufficient insurance cover is in place.

What is being done well?

- Staff interact with children at the activities, they talk positively to them and are responsive to their needs so that children are relaxed and confident.
- A wide range of equipment which promotes all areas of children's development is easily accessible so that a stimulating environment is created.

What needs to be improved?

- notification of changes to Ofsted
- organisation of the routine to prevent children sitting for long periods
- staff awareness of policies
- provision for children to relax in a comfortable area.

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
1	Ensure that Ofsted are notified of staff changes and that effective vetting procedures are in place.	20/02/2004

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

Std	Recommendation
2	Ensure that organisation of the routine prevents children sitting for long periods at adult led activities.
2	Ensure that staff are familiar with the policies.
4	Ensure that provision is made for children who wish to relax.

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

How effective is the nursery education?

The provision at St. Clements Nursery is acceptable and of good quality. Overall, children are making generally good progress towards the Early Learning Goals. Children make very good progress in personal, social and emotional development and in creative development. There are some significant weaknesses in children's mathematical development.

The quality of teaching is generally good. Staff provide a range of activities and practical experiences to maintain children's interest and broaden their learning. There is a set daily structure where children are able to choose their activities and work independently as well as taking part in adult directed exercises. The daily plan is, at times, too rigid and restricts children's ability to continue and extend a learning experience. Long term planning is used to create weekly plans that link into specific areas of learning, although staff miss opportunities to extend children's knowledge with set activities that cover a specific area of learning. Assessments are completed, although not in detail, so children's individual needs are not always met.

The leadership and management of the nursery is generally good. The supervisor has only been in post for two weeks and has prepared an action plan for improving the facilities at the nursery. Staff relate well to the supervisor and she promotes effective teamwork. There is a daily staff meeting before the start of the nursery to review activities and objectives and discuss any areas of concern. Supervision and appraisals are not in place at present but staff are encouraged to take advantage of training opportunities that arise.

The partnership with parents and carers is generally good. The nursery is welcoming and provides useful information about the setting and its provision through displayed notices and letters. Parents are encouraged to be involved although no formal sessions are in place to discuss children's progress.

What is being done well?

- Children's personal, social and emotional development is very good. They interact well with their peers and adults; they show confidence and are able to work on their own. Behaviour is excellent.
- Partnership with parents is strong and the views of parents are valued and staff consider these when organising the daily activities and structure of the nursery morning.
- Children have good communication and language skills. They thoroughly enjoy books and are able to sit quietly to look at books without staff direction or supervision.
- Children's creative development is very good. They have a good range of resources and use these effectively in imaginative play.

What needs to be improved?

- staff's knowledge of the early learning goals and their awareness to extend learning, particularly in mathematical development, when children are participating in both free play and set activities.
- children's access to resources after the initial 'free play' session to enable them to extend their own play within a balanced environment.
- child observations to be developed and clear written evidence to support the child profiles so that sound information can be passed on to parents of their children's progress and staff are able to effectively plan activities for the next stage of development.
- children's knowledge and understanding of the world is extended to explore the outside world of their nursery.

What has improved since the last inspection?

There were three main points for action from the last inspection and overall progress in these points are limited. Members of staff have attended training on developing maths through free play activities and they have given feedback to other members of staff with a view to supporting children more effectively in mathematics through child-initiated (free play) activities.

Areas to improve children's awareness of natural and living things have been introduced by staff setting up an investigation table with man-made and natural objects and children have good access to paints and other materials, however effective use of the outside area is not explored.

Systems are now in place to evaluate children's learning by assessment and the use of the Surrey Profiles. There is however a lack of information on children's progress and evaluation of their work to enable the staff to prepare appropriate plans that meet individual children's skills and needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are settled and confident in their surroundings. They relate well to adults and peers, and are developing self-confidence and independence in most activities. Children discuss topics and to talk about themselves, their feelings and express their views openly. They show respect for their surroundings and are caring towards each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have a generally good understanding of role-play. They interact well with peers and their communication skills are progressing well. They enjoy using the library corner. Books are of a high quality and children take the opportunity to quietly sit and look at books with friends or staff. Children enjoy music and movement. They understand the pattern of writing but opportunities for children to continue writing, after the free play session, are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have access to quality resources that promote mathematical awareness. Children say and use numbers in set activities and recognise shapes and sizes. Children also have opportunities to complete puzzles of different levels of difficulty. However, staff do not question effectively to extend children's emerging skills through free play activities. Children do not explore mathematical ideas of specific shapes and mass through set activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about change in seasons and differences in weather when discussing the days of the week and they acquire an understanding of the passage of time. The use of information and communication technology is in the form of a computer which is used twice each week. They have access to some books and resources that reflect other cultures however this is not extended adequately through planned activities. Little use is made of the outside environment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have the opportunity for free physical play each day. They have a good spatial awareness and make effective use of the large and small equipment available. They are gaining good manipulative skills using scissors, paintbrushes and construction toys. Children learn the importance of good hygiene and the need for drinks and rest after vigorous exercise. Information about healthy eating is available and reinforced to children at snack time.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have the opportunity to explore their creativity with a range of resources through paint and building and sticking junk and cardboard to freely make their own imaginative constructions. Music is introduced daily in the form of group singing with instruments and/or the piano. The role-play is arranged well to stimulate imaginative play. Activities are provided to appeal to the children's senses and these are used well to stimulate discussion.	
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

- Key Issues
- further develop staff's knowledge of the early learning goals so they are able to effectively extend children's learning, especially in the area of mathematics as well as giving children more time in child initiated activities.
- develop the practise of child observations to enable staff to effectively plan activities that meet the individual needs of the children.

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.