



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 124114

DfES Number: 516781

INSPECTION DETAILS

Inspection Date	09/02/2004
Inspector Name	Margaret Coyne

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Catherines C of E Private Nursery
Setting Address	St. Catherines Hoddesdon C of E Primary School Haslewood Avenue Hoddesdon Hertfordshire EN11 8HT

REGISTERED PROVIDER DETAILS

Name	The Committee of St Catherines C of E Private Nursery 1048973
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ORGANISATION DETAILS

Name	St Catherines C of E Private Nursery
Address	St Catherines Hoddesdon C Of E Primary School Haslewood Avenue Hoddesdon Hertfordshire EN11 8HT

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. Catherine's C of E Private Nursery opened in 1994. It operates from one room within St. Catherine's Infant's School but operates independently of the school. The group has access to toilets, the main school hall and two adjacent outdoor areas plus access to the school playground. The nursery serves the local area.

There are currently 38 children on roll. This includes 19 funded 3 year olds and 9 funded 4 year olds. The younger children attend a variety of sessions in the afternoons. The older children attend the morning sessions. The group currently supports a number of children with special needs and who speak English as a second language.

The group opens five days a week during school term times. Sessions are from 9.00 until 11.30 and from 12.40 until 3.10 on Monday, Tuesday, Thursday and Friday afternoons.

There are four members of staff working directly with the children of whom two are part time. Over half the staff have early years qualifications to NVQ level three, NNEB and a qualified nursery teacher. The group also has the benefit of a special needs support worker. At present one member of staff is currently working towards a recognised early years qualification.

How good is the Day Care?

St Catherine's C of E Private Nursery provides a good standard of care for children.

All aspects of the provision are well organised and staff are deployed effectively. Staff have a high regard to the policies and procedures that they implement consistently. They continually look at ways to improve their practise. However regard should be taken to ensuring staff assessments are carried out. Documentation and records are in place to support the effective management of the group and these are stored in a safe and confidential manner. There are effective key worker systems throughout the nursery, these enable staff to establish supportive relationships with

children and parents.

High priority is given to children's safety in the setting and a comprehensive risk assessment is implemented. Snacks are varied and nutritious and snack times are a happy social occasion. Children are well behaved and respond positively to direction from staff.

In all areas staff plan a range of activities which the children enthusiastically take part in. They play confidently, independently and with support. There is a wide range and balance of stimulating and challenging toys and equipment for children to access which is appropriate to their ages and stages of development. The role-play areas are well thought out to provide children with a range of resources to stimulate their imaginations. Staff are attentive to the children's needs and support and direct them during activities. Good use is made of the outdoor areas and the children have a range of outdoor equipment and resources to choose from. They also have access to the school hall for large group activities.

The nursery has developed a supportive partnership with parents and carers. They are kept informed of their child's progress both informally and formally during regular parent's meetings. Staff are approachable and friendly, this has a positive impact on the parents and children.

What has improved since the last inspection?

At the last inspection the provider agreed to establish a system to show times of arrival and departure for children and adults, to produce and implement a risk assessment, to ensure hazards to children are minimized, to ensure the fire doors are clearly identified, to produce written permission from parents before seeking emergency treatment, to produce a behaviour management statement including bullying and to ensure the complaints procedure contains the regulator's details.

All actions have been met. There is now an effective system to register all persons attending including times of arrival and departure. A comprehensive risk assessment is well implemented throughout the nursery. A new fence has been installed to ensure the children's safety. All fire doors are clearly identified. Written permission is in place from parents for seeking emergency treatment. A suitable behaviour management statement is in place and is implemented well by staff. The complaint's procedure contains the regulator's details.

What is being done well?

- The staff's relationship with the children is excellent. The nursery provides a good range of toys and resources that meet each child's individual needs and promotes their self-esteem. Children are happy and confident and the staff present themselves as positive role models. The children are learning to respect and value those around them and their environment. Children behave well and respond positively to direction from staff.

- The nursery make very good use of their premises. It is used to its full potential and the children are secure in their surroundings. Excellent use is made of the outside areas with a wealth of interesting resources available to stimulate and challenge the children.
- The presentation of toys and activities encourage the children to take part and show respect for the equipment. Dressing up clothes hang on a rack that is easily accessible and attractive to the children. All activities are available for every child to take part and are age appropriate for individual stages of development. Resources are available to reflect positive images of culture, gender, and disability that allow the children to extend their learning outside their day-to-day experiences.
- Staff proved very good support to meet the special needs of all children. Children with a special need are able to receive one to one support and their needs are met in a positive and caring manner. This helps the children to develop their confidence and feel secure whilst in the group and fully promotes their development.

What needs to be improved?

- a system to assess and evaluate staff performance to ensure the continued development of all members of 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
2	Devise and implement a suitable procedure to assess staff performance.

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

How effective is the nursery education?

The provision for nursery education at St. Catherine's C of E Private Nursery is of high quality. Children are making very good progress towards all the early learning goals.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage and use effective direction for children to encourage them to think for themselves and be self-motivated. There is an excellent range of resources available to provide children with stimulating and challenging opportunities to learn. Children are well behaved and respond to direction from staff. Staff have a calm and caring approach and praise and encourage the children at all times.

Comprehensive plans are in place, these are devised to set clear learning intentions for each age group. The plans are evaluated to ensure they meet the educational needs of the children. Valuable teaching strategies are employed which support what each child can learn and discover. An assessment system is used to record children's progress through the stepping stones and is used to set future planning. Excellent systems are in place to support children with special educational needs.

Leadership and management is very good. The nursery benefits from a dedicated nursery teacher and play leader who work closely together supporting an enthusiastic team of staff. Staff work very well together in providing an effective learning environment for children. They continually monitor and evaluate the effectiveness of their practice and work closely with a supportive management committee.

Partnership with parents and carers is very good. Parents are welcomed into the group and are provided with information, both verbal and written. They have access to children's development records and are encouraged to extend learning at home. They attend parent's meetings, and are encouraged to be involved in all aspects of their child's learning.

What is being done well?

- Children's personal, social and emotional development is given high priority, which enables children to gain in confidence and fosters feelings of security. Staff display children's work well which helps develop their self-esteem and confidence. Staff interact well with children giving them opportunities to become self-motivated, responsible and independent.
- Use of resources and space is excellent. High quality equipment and toys are in place to promote learning and challenge the children in all areas. The use of the outside area is excellent. Children have opportunities to take part in physical and imaginative play. They plant and grow seeds and bulbs.

- Language and literacy are promoted well. Children use language to express themselves and interaction between the children when playing in role-play is excellent. Children are developing a good awareness of letter shapes and can read their own names and other words. Letter formation is developing well with older children as they practise their writing skills in a formal and informal way.
- Children use mathematical equipment confidently. Staff support children in activities allowing them opportunities to develop and discover some mathematical knowledge for themselves. They have adult support in some structured learning and can confidently use calculation and recognise, count and write numbers.
- Children's physical development is advanced well with the skilful use of equipment and the encouragement of staff to participate in activities such as music and movement and outdoor activities using the climbing and balancing equipment.

What needs to be improved?

- increased opportunities for children to create spontaneously using their own skills and imaginations.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. Clear and detailed assessments are carried out for each child, which cover all six areas of learning. These are used to identify areas to develop children's progress and to inform future planning. A separate sheet has been included for parents to make any comments and these will be used at the next parent's meeting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with others in the group. They make independent choices and work confidently, seeking support when needed. Their concentration levels are high as they become absorbed in activities. They share resources and behaviour is good. Children respond well to direction, and play cooperatively together. They are secure and confident, staff reinforce this with constant praise and encouragement. Children are encouraged to have respect for their environment and help tidy up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking and listening skills are good. They enjoy stories and songs and interact well at these times and have an understanding that print carries meaning. Children's writing skills are developed. They recognise and write words using props, such as chalk and clipboards and during supported activities. Younger children enjoy listening to sounds and identifying them. Staff introduce new words that children include in their speech and encourage conversation during group sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a growing awareness of counting and number recognition. Some children confidently count to ten and beyond. Staff encourage children to count and compare size, weight and shape when playing as post masters in the post office. One child understood that a larger parcel was not the heaviest. Children have a sound knowledge of shape and could recognise different shapes during the activity. Staff introduce children to mathematical language in both planned and everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's curiosity is developed with a range of activities. They discover the natural world; grow plants and seeds and watch their growth with interest. Children enjoy playing in the snow. They used black card to catch snowflakes and a jar to collect snow to experience changes around them. They have visits from 'people who help us' and enjoyed chatting to the policeman who visited. Children confidently use a range of ICT equipment including the computer and a tape recorder with headphones.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children use a range of equipment both inside and outside to develop large motor skills. They confidently climb, jump and balance on logs and a log bridge. They negotiate space and use their bodies to effect different movements i.e. when moving to music and along the marked road in the outdoor area. Children's dexterity is developed well; they have good hand and eye coordination and successfully thread beads and a ribbon through the fence; manipulate one handed tools and catch 'fish' using nets.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children imitate life experiences in role-play. Staff skilfully incorporate this into the theme e.g. post offices. Children explore colours using a range of different techniques such as painting with marbles, finger-painting and printing. They take part in music and movement and use musical instruments. Children's work is well displayed. More opportunities could be generated for children to create spontaneously. Younger children explore feelings and express how they feel using face cards.

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

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 significant weaknesses to report, but consideration should be given to improving the following: Increase the opportunities for children to create spontaneously using their own skills and imagination in order to produce individual pieces of work.

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.