

All Saints Nursery School

Inspection report for early years provision

Unique reference number	126969
Inspection date	02/11/2010
Inspector	Karen Scott

Setting address	Shirley Hall, Church Street, Whitstable, Kent, CT5 1PE
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

All Saints Nursery School opened in 1976. It operates from a church hall in Whitstable. The nursery has access to the main hall, toilets, a kitchen and an outside play area. It serves the local area and surrounding towns. It is open each weekday from 9.00am to 3.30pm, term time only. The group also operates for two weeks during the school summer holidays from 10am to 1.55pm. The group have goldfish.

The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently 63 children aged from two to under five years on roll, some in part-time places. The nursery is registered on the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Level 2 and five members of staff are undertaking further qualifications. The nursery provides funded early education for three and four-year-olds. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children and their families are welcomed warmly into a bright environment where they all feel valued as individuals. Children benefit from a very strong and experienced staff team who are extremely supportive towards children, extending their learning at a wide range of experiences and children are making excellent progress through the developmental stepping stones. The manager is very keen on driving improvement and this is shared with the rest of the staff team, children and their families who all participate in the assessment process, offering ideas for improvement and helping to progress them. Staff feel empowered to make positive changes and consequently the outcomes for children are continuously evolving.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further children's access to resources to support a fuller understanding of diversity.

The effectiveness of leadership and management of the early years provision

Children benefit from attending a setting where all staff are continuously thriving to improve outcomes for them. Regular evaluation is a positive experience and has been used successfully to adapt and enhance practice. The group values the opinions of parents, carers and children and asks them for their suggestions and ideas, acting on them where appropriate. For example, new fencing was erected on the suggestion of parents, further enhancing the already excellent safeguarding in place. When changes are made they are reviewed and further adapted if appropriate. There are long term plans for improvement such as the construction of a new building and others are achievable in small steps. Regular staff appraisals and a desire to continuously update their knowledge through training help staff to deliver an up to date curriculum. The group visit other settings and share their good practice with them too, bringing fresh ideas back to their own. Children play in a bright and welcoming environment that has been arranged into different areas of learning. Toys and resources are easily accessible allowing children independence and choice. Staff are deployed extremely effectively. They have key areas to resource on a rota basis so that children see them in different areas and if they naturally gravitate towards a particular member of staff this helps them to try out areas of play they might feel insecure about. Staff are excellent at extending children's learning but are also very skilled at knowing when to stand back and let children lead their play. Staff guide children's learning and introduce new words. For example a child playing with a treasure chest is guided to the sand where more treasure is sought, new words introduced and a range of textures experienced, enhancing the child's learning. The provider is taking positive steps to ensure that resources and the environment are fully sustainable.

All children are valued and their differences acknowledged positively. The manager takes time to monitor learning and where there are weaknesses. For example, there are more opportunities for children to practise calculating after this was perceived to be a weaker area. As a consequence children are enjoying activities that develop this area and are making good progress. Differences are celebrated and families share their cultures with the children through cookery, for example. Children celebrate a range of festivals through the eyes of other children and see positive images throughout the setting. The group agree that further resources reflecting the diversity within society would add to children's experiences and understanding. Excellent partnership working takes place to ensure that every child receives high levels of support at an early stage. The group works very closely with parents, other settings that children attend and other professionals and have found that a united approach is extremely beneficial to children's progress. Staff undertake relevant training to further support children's needs and outcomes are extremely positive. Parents and carers are welcomed warmly into the setting and become an important part of the group, helping to fund raise, sitting on the committee and participating in activities. There are many opportunities for them to become involved and information is exchanged daily. Photographs of activities help them to engage with their children about what they have been doing. Parents and carers regularly add to their children's Learning Journeys and targets for development are agreed with staff, promoting shared knowledge. Parents and

carers readily approach the staff for support and have access to resources such as a library to help them, if required. They are extremely positive about the group saying that they feel valued and informed and are impressed by how much progress their children are making in a kind and caring environment.

The nursery has a high regard to the safety of children and have thorough and robust procedures in place to safeguard them from harm. All staff have a comprehensive understanding of safeguarding issues and their role if they should have any concerns about a child. Risk assessments are undertaken regularly and action taken to rectify any areas of concern. Staff promote children's understanding of safety issues resulting in children having an excellent awareness of how to keep themselves safe which they share with each other.

The quality and standards of the early years provision and outcomes for children

Children show a strong sense of security, feeling safe and confident to confide in the staff. Children follow golden rules which they have helped to put forward, and readily remind each other of them. They follow general safety rules such as one person at a time on the trampoline and how to carry scissors safely. There are many opportunities for children to practise the safe use of woodwork tools and role play helps children to understand the importance of wearing seat belts in cars, for example. Children demonstrate an excellent understanding of keeping their environment safe such as sweeping up spilt sand. A snack bar allows children to make healthy choices about what they eat as well as promoting children's independence as they select plates and cups, butter their toast, pour drinks and wash up afterwards. It is a social occasion and children discuss their likes and dislikes while eating. Children show an excellent understanding of the importance of being healthy; they wash their hands independently after messy play and before eating. They make choices about playing in or outdoors and are able to experience fresh air in all weathers. They engage in a wide range of physical activities indoors and outdoors and the whole curriculum is fully reflected in all areas. Children settle well and are very confident members of the group. They work exceptionally well independently but also show high cooperation, taking turns and sharing. Children take pride in the environment, willingly tidying away, knowing where everything belongs. They learn about differences and how they can help others by sponsoring a guide dog that they have met, for example. All children are valued and children feel this as their creations are displayed prominently and they see many photographs of themselves at play. Children are listened to and their opinions valued.

Children experience a vast range of learning experiences across the whole curriculum. They make choices about what they play with from a range of adult and child directed activities. The environment is stimulating and attractive and children enjoy their time at the nursery. Children are developing skills to well equip them for the future and make them competent members of society. They have regular access to the computer and other programmable toys, using them with confidence. Children grow their own produce, digging up vegetables, selling some

and using others to cook with. Children are encouraged to undertake self-help tasks, being given support when they are difficult, and a strong emphasis is placed on children developing listening and conversational skills. Children enjoy and learn from visits in the local area, fully participating in tasks such as purchasing food from the supermarket. Staff observe all children and share what they have learnt with each other in order that they all support children fully. Observations are used to plan activities for children that promote their learning across the curriculum. This is closely monitored and this alongside staff knowing the children that they care for exceptionally well is helping children to make excellent progress through the developmental stepping stones in an environment that meets the group and individual needs of the children. Although the room is divided into different areas of learning children are able to spread resources around the room to support their learning and it is the norm for an activity to expand children's learning in all areas. Children become heavily involved in what they are doing and show exceptionally levels of concentration in a calm and happy environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met