

# St Paul's Church Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	EY263569
<b>Inspection date</b>	07/12/2010
<b>Inspector</b>	Amanda May

<b>Setting address</b>	St. Pauls Road West, Dorking, Surrey, RH4 2HT
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

St Paul's Church Nursery School was established in 2003. It operates from a single storey building adjacent to St Paul's Church in Dorking, Surrey. Children use the church and grounds for planned activities and have access to a secure outside play area. A maximum of 26 children aged between two and five years may attend the Nursery School at any one time. The group is run by a management committee. It operates Monday to Friday from 09:15 - 12:15 term time only. There are currently 36 children on roll. At present there are some children attending who speak English as an additional language. There is provision in place to support children with learning difficulties and/or disabilities although there are none currently attending. Funding is available from Church members and organisations to subsidise places for families in need of additional support. Three members of staff work at the Nursery School with the children, all of whom hold a teaching or a recognised child care qualification. The setting receives support from the Early Years Childcare Service.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are making exceptional progress in their learning and development and partnership working between parents, staff and other early year's professionals is highly effective. As a result children's welfare is consistently promoted.

The leadership and management of the provision and the capacity to make continuous and further improvement are outstanding. All staff share a passion to continue to develop and enhance the experiences for the children who attend.

## **What steps need to be taken to improve provision further?**

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

- improve the procedures for making decisions concerning staff suitability to ensure that they are always carried out in a timely manner.

## **The effectiveness of leadership and management of the early years provision**

Strong systems are in place to safeguard children and staff demonstrate an excellent awareness and practical understanding of the importance of thorough risk assessment. All staff, including volunteers, demonstrate a thorough understanding of the action to take if they had concerns regarding the safety of a child and recruitment procedures and suitability checks of staff in the majority of

cases are completed in a timely manner.

Those in charge are ambitious in what they want to achieve and their high aspiration for quality care for the children is shadowed by the rest of a dedicated staff team. Children benefit from being cared for by staff who are eager to develop the setting through reflecting on their own practice and encouraging parents and the children to share their suggestions and ideas. Staff ensure that they know each individual child very well and plan home visits to meet new families so they can be fully aware of each child's needs and backgrounds. There are also very good links with health visitors and other professionals whom they work with in partnership to share information and expertise which ensures that children are as well supported as possible. Considerable effort has gone into supporting children who speak English as an additional language, such as through working with translators to effectively share information with families and by providing bilingual books and audio resources to ensure children who speak multiple languages feel secure and valued.

The resources made available to the children are innovatively planned and recognise children's individual interests and stages of development. Staff evaluate the activities provided for the children and subsequently develop new opportunities for children to progress in their learning. Staff also deploy themselves very well and are able to quickly identify how best they can provide children with additional support where needed. Children visibly enjoy their time at the setting as a result of the superb organisation and high quality leadership.

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

All children show an extremely strong sense of belonging within the setting and demonstrate very high levels of confidence and self-esteem as they enjoy the innovative and exciting activities provided for them by staff. Children's individual interests lead staff in their planning and this means that each child is very well supported in all areas of their learning and development and children are making significant gains in their learning as a result.

Children benefit highly from the detailed planning which goes into every activity, such as providing modeling dough which contains colour and glitter and is presented with a wide selection of resources that children independently help themselves to. Children use garlic crushers and blunt knives to mark-make in the dough and demonstrate an excellent awareness of how to use these resources safely. When, during play, some glitter is accidentally spilt, children are quick to collect the dustpan and brush to clear up after themselves, preventing any hazard to themselves or their friends.

Staff capture children's interest in the weather and ice as they wrap up to go outside and pour water into moulds which will be left out in the icy conditions. Children make predictions about what will happen to the water and note with interest how the very cold weather has made the outdoor toy cover turn crisp. The

following day children excitedly talk about the different ice shapes they have made and are animated as they see them gradually melt in their warm hands. Staff are very good at encouraging children to think through their own ideas and children as a result are inquisitive learners.

Secure and valuable friendships are evident throughout the setting and children often join their friends in activities, such as looking at books together or when a small group of children decide to make a pirate's ship out of large wooden blocks. Staff support their play through discussion and also by providing a variety of resources that children choose from to use as 'treasure?.'

The behaviour of the children is remarkable and children quickly apologise to their friends if they have unintentionally upset them. Children happily greet their friends with a hug and offer a gentle and concerned pat on the back if they are coughing. Children's awareness of keeping healthy is very good and they benefit highly from the opportunity to prepare fruits for their friends at snack time. They show pride in their ability to chop fruit safely and enjoy deep conversation with staff who support them.

Children's individual progress is very well monitored through staff discussing children's achievements and their observations daily. This ensures that all staff have a very thorough awareness of the children who attend the provision and activities are provided to ensure that each and every child can reach their potential and develop the skills needed for a successful future.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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