

St. Richard's Nursery

Inspection report for early years provision

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EY389168

Inspection date

31/01/2011

Inspector

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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

St Richard's Nursery opened in 2009. It operates from a Church hall in the London borough of Ealing. The baby unit is located on the first floor with the nursery room located on the ground floor. Children have access to a well organised outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm all year round.

The nursery is registered to care for a maximum of 50 children. The setting is registered on the Early Years Register and compulsory part of the Childcare Register.

There are currently 40 children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language. The nursery employs thirteen staff, including the manager; of these, eleven staff have an appropriate early years qualification. In addition there are two volunteers.

The setting is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall children are happy, settled and have formed positive relationships with staff and their friends. The manager recognises the need for continual monitoring and involves staff and parents in this. Although there are systems in place for monitoring practice these are not always fully effective, as a result not all regulations are met. The nursery has worked hard since the previous inspection to improve outcomes for children. The partnership with parents has developed, children's independence is encouraged during meal times, the procedures for observing and tracking children's progress has improved and opportunities for children to learn about diversity are provided.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given
- 31/01/2011

To further improve the early years provision the registered person should:

- enhance the risk assessment to include the steps to be taken to minimise the risk of cross infection when storing children's bedding

- develop the process of observation, analyzing the information obtained to identify the children's interests and next steps for learning to influence planning for children's individual developmental needs
- provide more opportunities for very young children to have access to more natural play activities including heuristic play

The effectiveness of leadership and management of the early years provision

The nursery has measures in place that generally protect all children; for example, staff have a criminal record bureau check undertaken on them as part of the recruitment procedures. Staff attend training on safeguarding and have sufficient knowledge and understanding of the steps to take, should they need to make a child protection referral. Policies and procedures are currently being updated and are available to support staff in their practice. However, the procedures for administering medication are not fully effective; staff do not always seek written parental consent prior to giving children medication, as a result children are not fully protected. The setting undertakes risk assessments and adds to these as they develop the service. However, the way some bedding is stored does not ensure preventive measures are in place to prevent the spread of cross-infection.

The nursery has begun to develop systems to evaluate their own practice. They have a satisfactory overview of the areas for improvement and are supported by development workers who regularly visit the setting. Managers are motivated to seek further improvement. They regularly send staff on training courses, conduct staff appraisals and ensure there are opportunities to meet as a staff team.

Staff interaction with children is positive; they sit with the children and support them in their play. Staff model mathematical language to encourage children to use and understand terms; for example, children fill and empty plant pots and staff ask 'which one is heavy and which one is light'. Staff sing to children as they play on the see-saw and children join in, which supports their language skills. Resources are well used and set out at low level to encourage children to make independent choices. Although there is a mixture of wooden and manmade resources there are few opportunities for babies to take part in play with natural materials, such as 'heuristic play'.

The key person obtains information on individual children, such as their developmental support, to enable them to meet specific needs. Children who require support with language and communication are well provided for as the staff team speak a number of different languages; for example, a very young child attempts to pull themselves up onto the baby trampoline, they stand there and look over to a member of staff who says 'jump' in the child's first language; the child turns to her, gives a big smile and proudly jumps up and down. Children have opportunity to learn about diversity through the use of play materials and the celebration of various festivals, which enables all children to feel welcomed and valued.

The setting has a highly positive relationship with parents and carers, ensuring

each child's care needs are met. The setting seeks parents and carers views through many ways, including questionnaires and regular verbal communication. Parents and carers are kept well informed about the curriculum their child follows, through a termly news letter. In addition children's achievement, well-being and development are shared at parent's evenings and for younger children daily diaries are completed each day. The effective liaison with parents and carers contribute to improvements in children's well-being and development. There are clear and accessible channels for parents and carers to communicate with the setting, for example, the manager is available each day to meet and greet parents and carers. Parents comment they find the staff very friendly, helpful and supportive in issues relating to their children's development and family circumstances.

The nursery are aware of their responsibility to work with other professionals to support the children in their care. If children attend other early years setting parents are encouraged to share the developmental reports they are given following parents evening and any information provided by the other setting.

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

Staff have a secure knowledge of the Early Years Foundation Stage. They undertake observations on the children and use this information to write a summary report of where children are at in their development, using the practice guidance to support them. However, they have yet to use the information obtained to identify children's next steps for learning, to support the planning for individual developmental needs. As a result the activities provided are more general than specific for developmental needs.

Children's language and communication skills are well supported. They enjoy sitting in the book corner listening to their favourite stories; for example 'Winnie in winter'. The member of staff skilfully builds on opportunity for open ended questions, such as 'why do you think she has a red nose?' helping children to think for themselves. They enjoy taking part in action rhymes during circle time, such as head, shoulders, knees and toes. They laugh and giggle as they jump up and down singing 'hop little bunnies'. Younger children in the group watch and enjoy dancing in the middle of the circle. Babies enjoy splashing around in the water tray and explore simple puzzles.

Children are beginning to develop an understanding of a healthy lifestyle. They are provided with a varied menu and a list of dietary needs is available for staff to refer to. Children's independence is promoted; they can get a drink of water throughout the day and give out the cutlery at tea time. Children have regular opportunity to play outdoors. They have a well organised garden that offers opportunity for digging and planting vegetables and flowers, such as sweetcorn and daffodils. They enjoy climbing the slide, digging in the large sandpit, going on a worm hunt and building a 'bug hotel'.

Children are secure and develop a sense of belonging to the setting. They

confidently speak to staff using their name and enjoy sitting alongside the staff and playing with them. They know what is expected of them; for example, they take part in regular fire drills learning how to leave the building in an emergency. They have enjoyed visits from the police and fire department, which enables them to learn about 'people who help us'. Good quality interaction from staff, which includes lots of facial gestures such as smiles, and well organised routines support very young children to become secure and confident in the setting.

Children are happy and settle well. They are encouraged to cooperate and share with each other. Children are praised for their achievements; for example, when they build a big sandcastle the children proudly tell a member of staff 'they made it together'. Children listen and follow instructions from staff and enjoy singing as they tidy up the toys. Photos of children taking part in a wide range of activities are displayed around the building, giving children the opportunity to show their parents and carers and to promote their self-esteem.

Children are beginning to learn the skills they need for the future. They have regular opportunity to communicate; for example, singing songs, listening to stories and talking about what they have done during the day. They use battery operated computers and take part in problem solving activities; for example, construction using a variety of bricks and building structures in the garden with natural materials such as bricks, logs and wood. Overall, most children generally secure the skills they require in order to progress in their learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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