

St James' Nursery

Inspection report for early years provision

Unique reference number 113718
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Inspector Daphne Prescott

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OPT

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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*.

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Description of the setting

St James' Nursery is a registered charity managed by a committee of parents. It opened in 1974 and operates from the church hall in North Lancing, West Sussex. The group have use of two large rooms, kitchen and toilet facilities and an enclosed outside play area.

A maximum of 26 children aged from two to the end of the early years age group may attend at any one time. The nursery is open Monday to Friday, 9am to 12 noon and Tuesday and Thursday 12.30pm to 3.30am term time only.

There are currently 43 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting is registered by Ofsted on the Early Years Register.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications. In addition, all nursery staff have many years experience in early years care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming and safe environment. They generally enjoy a stimulating balance of activities each day, and are making good progress towards the early learning goals. The setting demonstrates a strong commitment to inclusion, ensuring all children feel included and valued. Effective partnerships are well established with parents and other professionals to ensure children are fully supported. The whole staff team and management committee are dedicated to the process of self-evaluation and have clear vision for future developments to benefit all the children.

What steps need to be taken to improve provision further?

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

- develop further the range of resources that encourage children's access to information technology

The effectiveness of leadership and management of the early years provision

The setting provides a welcoming safe environment for the children to play and learn. The whole staff team complete regular risk assessments for both the premises and for local trips to the park. They have a good understanding of the safeguarding children policy and know what action to take if they were concerned for a child's well-being. A number of staff are qualified first aiders ensuring children receive appropriate care in the event of an accident. Staff are effectively deployed across the setting, ensuring children are supervised at all times.

The layout of the two large play areas enables children to move around with ease. Children have a lovely time playing with the toys and activities that staff set up each day. They also provide additional resources in low-level storage units so that children can independently help themselves. An inclusive environment ensures that children have their individual welfare needs effectively met and that they achieve well. For example, the setting is able to identify children's need for additional support and work effectively with parents and outside agencies to provide the support needed. The children are encouraged to learn about their own culture and aspects of the wider world. Resources and the celebration of festivals further support this knowledge.

A strong partnership with parents benefits all the children. Parents are kept very well informed about the provision through regular newsletters and notice boards keeping them up to date with any necessary information. In addition, parents can access policies and procedures, and daily plans and activities their child will be involved in. Events throughout the year enable parents to participate in the nursery life. They are unanimous in their support of the setting and are happy with the care their children receive. The staff team has forged good links with the local school; consequently children are very well supported in their transition to school.

The dedicated manager and staff work very well as a team, promoting good quality care for all the children. The whole staff group and committee have effectively evaluated the service they provide. They are aware of the setting's strengths and areas for improvement. For example, they have plans to provide a garden area where the children will be able to dig and grow plants. Furthermore, the setting demonstrates a strong capacity to continually improve as they have addressed the previous recommendations from the last inspection improving outcomes for children.

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

Children are happy and settled in this setting and demonstrate a strong sense of belonging. They form positive relationships with the staff and their peers and so feel safe and secure. The key worker system works effectively and children happily separate from their parents and settle quickly at their chosen activity. They are

well behaved and know what is expected of them because boundaries are consistently and kindly applied by staff.

Children make good progress in their learning and development as staff plan activities that challenge and excite them. Comprehensive observational files of each individual child are used to inform planning. Staff track children's development and identify their next steps in learning. Parents are involved in their child's learning and development through daily chats and the sharing of observation files. The team ensures that there is a good balance between adult-led activities and those the children choose for themselves. They are effective in promoting children's communication skills as staff use skilful questioning techniques that encourage children to think for themselves. For example, they ask children about the weather and the clothes needed on a cold day. Children are confident and chatty, talking about what they are doing during their play. They are developing a strong love of books and use books independently as well as having stories read to them. Children develop good manipulative skills as they have a great time mixing different ingredients together to make play dough. They are beginning to develop skills for the future as they show an interest in how things work as they attempt to join sections of the train track together. However, there is a lack of equipment available for children to help them learn about information technology. Children have lovely opportunities to develop their creativity and imagination. They enjoy painting at the table and making their own creations using a wide range of recycling materials.

Children are developing an understanding of healthy lifestyles. They are provided with varied and nutritious snacks that includes a good range of fresh fruit and vegetables. Children are becoming independent at snack time as they decide when they want to eat at the café style snack table. They are able to independently help themselves to water throughout the session meaning they remain hydrated. Children thoroughly enjoy being outdoors as they run out excitedly to play. Their physical development is promoted extremely well as they have a fun time balancing on beams, bouncing on a small trampoline and climbing on the climbing apparatus. Children learn about keeping safe within the setting. They take part in regular fire drills which ensures they learn about how to evacuate the building safely. Children are also reminded about the importance of staying safe, learning how to cross roads safely when they walk to the local park.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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

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