

St Josephs Nursery Group

Inspection report for early years provision

Unique reference number	116839
Inspection date	10/11/2010
Inspector	Lynne Lewington
Setting address	Berkshire Drive, Tilehurst, Reading, Berkshire, RG31 5JJ
Telephone number	0118 9413602 (not for publication)
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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 Josephs Nursery Group is a privately owned and run setting. It opened in 1987 and operates from St Joseph's Catholic Church where they use the church hall. The nursery practices the Catholic faith. A maximum of 26 children may attend the nursery at any one time aged rising three up to five years of age. The nursery is open from 9.00am to 12.05pm, Monday, Tuesday, Wednesday and Friday morning and Thursday afternoon between 12.30pm and 3.10pm during term time only. Children have access to a secure enclosed outdoor play area.

There are currently 20 children on roll in the early years age range. Of these 15 children receive funding for early education. Children who attend the setting come from the local area and community. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register.

The nursery employs three permanent members of staff. Of these, two hold appropriate early years or teaching qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning, they are secure and confident in the setting. Generally effective arrangements are in place to recognise and promote their individuality, safety and good health. Strong links are in place with parents and others involved in children's lives. Self evaluation has enabled the setting to consider strengths and weaknesses and make sensible ongoing plans for development and improvement.

What steps need to be taken to improve provision further?

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

- obtain necessary information from parents in advance of admission including information about who has legal contact with the child; and who has parental responsibility for the child- (Early Years Register - safeguarding) 16/02/2011

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

- value linguistic diversity and provide opportunities for children to develop and

use their home language in their play and learning alongside a range of meaningful contexts in which children have opportunities to develop English.

The effectiveness of leadership and management of the early years provision

A simple safeguarding policy indicates the action that will be taken if staff have concerns about a child in their care. Staff verbally have a clear understanding of the signs and symptoms of abuse and the action they would take if concerns are raised. The safeguarding policy is made available to parents when their child joins the setting. A daily safety check list is followed and an in depth risk assessment is in place. Staff clearly risk assess and manage risk well on a daily basis through regular routines. For example, at the start and end of the session a member of staff stands at the door to promote their safety and security. The fire drill is undertaken on a regular basis enabling all the staff and children to learn how to leave the premises swiftly in an emergency. Good care is taken to ensure only known people collect children from the setting. However, they do not obtain details of who has legal contact and parental responsibility for the children in their care. This is a legal requirement.

Good use is made of the available space within the church hall. The setting is attractively set out providing the children with a secure, interesting and spacious play environment both indoors and out. The toys and equipment are good quality and suitable for the ages of the children in the setting. The attractive good quality fact and fiction books are displayed attractively to support the children's learning. A simple equality and diversity policy is in place and care is taken to ensure admissions are undertaken fairly. Appropriate information is gathered from parents to promote a good understanding of children's individual needs and ensure they are met appropriately. However, currently opportunities to value children's linguistic diversity is limited.

Parents speak very positively of the service offered. They comment on the helpful and caring staff who make the children and parents feel very welcome. Parents feel they know what their children do in the setting and are confident in their progress as staff are happy to talk informally to them each day. Many parents believe they can see good progress in their child's development since attending the setting. The nursery shares information with the local schools and teachers are welcome to visit aiding the children's smooth transition to school. The setting welcomes help and advice from the local early years service in order to continue to develop the quality of the service they offer. Staff reflect and evaluate the service they offer enabling them to continuously develop and improve the opportunities available. The staff team work well together complimenting each others skills to provide a stable and consistent environment for the children.

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

Children demonstrate an increasing awareness of safe behaviour as they move confidently through the setting. They take care as they use wheeled toys indoors respecting the boundaries set for their safety. They learn to use scissors with care and control demonstrating increasing dexterity. Regular evacuation drills are undertaken enabling the children to quickly and confidently leave the premises if required to do so. Good health is promoted effectively as the children enjoy healthy snacks of crackers or fruit, drinks of water are available throughout the session in addition to water and milk at snack times. Snack times are social occasions where the children sit together in small groups to enjoy their food and chat. They demonstrate an awareness of good hygiene routines such as hand washing and using tissues. Staff are currently considering how best to further improve hygiene in relation to the current hand washing routines at snack time which is undertaken in shared bowls of water.

Children arrive happily and confidently separate from their parents. They know the routines and commence playing immediately. Children relate well to the staff who greet them quietly and individually making each child feel important. Children make independent choices from the broad range of activities set out attractively for them. Staff position themselves around the hall ensuring children have the support they need to fully enjoy the activities. Children demonstrate very good mark making skills. They draw and talk about their pictures, the adult writes their comments and many children demonstrate skill at writing over the letters and some can independently copy letters. Many recognise their names and are starting to recognise letters. This simple activity ensures each child has some one to one time each day. Children delight in their achievements proudly showing their 'work' to others and parents. Staff model good language to the children, they listen attentively and encourage the children's language development through action songs, rhymes, stories and conversation. Children demonstrate increasing awareness of size, shape and position as they build with bricks, sorting out the sizes they need to fit into small spaces. They show awareness of size and pattern as they play and make marks in the dough with a range of tools. Children develop their physical skills well as they use scissors, dough tools, pencils and crayons with increasing control and skill. They manoeuvre the wheeled toys with skill and enjoy opportunities to run, jump, stretch, and play ball, helping them to develop their strength and coordination. They learn about the natural world around them, talking about the weather and growing items in the garden. They have access to toy computers and telephones increasing their awareness of technology. Creativity is encouraged suitably as children independently paint pictures using the easily accessible colourful paints. They act out life and imaginary experiences. For example, with the aid of a screwdriver a child 'mends' the car, telling playmates it has broken down. They enjoy using the dressing up clothes and play food as they shop and care for the dolls. Children demonstrate increasing awareness of the need to share and take turns as they play. Staff encourage children to resolve problems and sensitively intervene to ensure fairness if required. This helps to build the children's independence and confidence in their own abilities. Children are praised meaningfully for their efforts helping to build their confidence and self

esteem. Staff observe the children and their progress is monitored ensuring each child makes good progress in each area of 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?	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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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