

St Mary's Day Nursery

Inspection report for early years provision

Unique reference number	103727
Inspection date	15/02/2011
Inspector	Jane Wakelen
Setting address	Siri Guru Ravidass Temple, Vicarage Road, Strood, Rochester, Kent, ME2 4DG
Telephone number	01634 722272
Email	
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 Mary's Day Nursery opened in 1992 and operates from three rooms from the ground floor of a Hindu temple in Strood, Kent. Children have access to a small enclosed outdoor play area. A maximum of 50 children under eight may attend the nursery at any one time. Some of these are children who attend the breakfast and after-school club. The nursery is open each weekday from 07.45am to 6.00pm for 49 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. There are currently 80 children aged from birth to under five years on roll. The nursery also operates a breakfast club and after school for school aged children. The nursery currently supports children with special educational needs. The setting provides funded early education for three and four-year-olds.

There are 14 members of staff, 13 of whom hold appropriate early years qualifications to at least NVQ level 3. Three members of staff hold the Foundation Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because staff know the children well and plan activities to address their individual needs. Each child has a "unique story" file displaying some lovely photos, but written evidence using observations, does not always reflect the good progress being made by the children. The setting has a generally positive relationship with the parents and obtains relevant, personal information about each child to meet their individual needs. However, the policies need updating to meet requirements for the Early Years Foundation Stage. The setting is in the process of carrying out a self-evaluation of the practice it offers to identify strengths and areas to improve.

What steps need to be taken to improve provision further?

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

- implement a procedure to be followed in the event of an allegation being made against a member of staff
- 25/02/2011

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

- develop the observation and assessment process to provide a clear record of children's achievements and plan the next steps in their development to inform future planning
- update policies and procedures to provide parents with up-to-date information.

The effectiveness of leadership and management of the early years provision

The nursery has satisfactory procedures in place to safeguard children. A written policy is in place although it does not contain all the necessary information or have a procedure to follow if an allegation is made against a member of staff. This breaches the requirements of the Early Years Foundation Stage. Staff are secure in their understanding about the procedures to follow if they have any concerns with children in their care. Systems to record the safe arrival and collection of children are in place, including the use of CCTV to prevent unwanted visitors to the setting. All staff have the necessary checks carried out, with Criminal Record Bureau checks being updated on a rolling programme. This helps to ensure staff remain suitable to work with children. The use of risk assessments enables children to play in a safe, secure environment.

Adults actively promote equality and diversity within the setting. They ensure all children are included and involved in the activities, taking into account their interests and development needs. Children play alongside children from diverse backgrounds, accepting each other's differences and forming good relationships with each other. Staff show a good understanding of children's backgrounds and ensure programmes are implemented for children to meet their individual needs, including Individual Educational Programmes for children with special educational needs. This results in all children feeling included and able to gain a sense of belonging, whilst achieving to their full potential. Activities to celebrate festivals from different cultures are introduced to the children to support their understanding of people in their local community.

Children move around their room accessing the wide variety of toys and resources easily and safely. They are able to make good choices and play co-operatively with their peer group using resources suitable for their age and stage of development. Training for staff is actively promoted, resulting in motivated, well-qualified staff who have a good understanding about meeting children's individual needs through exciting opportunities and experiences.

Partnership with parents is promoted within the setting. Parents are invited to bring children for settling in visits, to give them the opportunity to talk to their child's key person about their child's development and progress. This forms the beginning of the child's "unique story" assessment files. However, the information is not recorded which prevents children's achievements being fully monitored with regard to their starting points at the setting. Parents are able to view their child's assessment records on request and at annual parents' evenings with the opportunity to talk to their child's key person. Parents are asked to give written consent for aspects of care, such as, permission to seek medical advice in the

event of an emergency to fully promote children's well-being. Parents have access to extensive information on the notice boards in the entrance area, including policies and procedures. However, many of these documents need updating to reflect the Early Years Foundation Stage. The setting have positive relationships with outside agencies and initiate meetings with them and the parents to support children's achievements and well-being. These regular meetings and individual programmes help to ensure good outcomes for children.

The setting is in the process of completing a self-evaluation of its provision, with input from all staff. Parents views on the setting are obtained to ensure the setting meets the needs of it users. Parents are encouraged to write their views in the comments book in the entrance area or use the suggestion box. This information is used to support the self-evaluation process. The setting has addressed the recommendations from the previous inspection, to maintain continuous improvement.

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

Staff's good knowledge of the guidance for the Early Years Foundation Stage enables children to make good progress in the six areas of learning. Staff make regular observations of children's progress and record this with supporting photographs in children's "unique story" under the relevant area of learning. However, the written evidence available does not truly reflect the good learning being achieved by the children. A new system of planning is being implemented but is not fully embedded in practice.

Children are confident, motivated learners who show good concentration as they engage in activities that interest them. Children are able to select adult-initiated activities or make choices from the good variety of resources around the room. They play exceptionally well in groups and on their own, involving adults occasionally or seeking support when they need it. Adults move around the room, supporting children's play, asking open ended questions to encourage children to problem solve and extend their skills in many areas. Children cut and stick with a purpose, ensuring they find an apron before they play. They eagerly approach the water tray and experiment with pouring, filling and emptying the different containers, or finding the pebbles hidden beneath the bubbles.

Children use technology from a young age, enabling them to explore cause and effect toys and supporting their skills in numeracy and literacy with the different computer programmes. Children use numeracy in practical activities, such as snack time, counting the cups and confidently show how many fingers represent The Three Bears story. They make shapes with the dough and are beginning to use some mathematical language, such as big and small. Children confidently make marks on paper and draw with a purpose, happily explaining their picture to an adult. They understand print carries meaning as they attempt to write their name to label their picture. Some of the older children are able to write their whole name with recognisable letters. Children see lots of print in their environment, but often

the amount of print is distracting for children to be able to recognise any familiar words or letters. Book areas are made available in all rooms, to encourage children to value books. These activities and opportunities ensure children make good progress in developing skills for their future.

Children learn about living a healthy lifestyle as they have daily opportunities to benefit from fresh air during outside play. Although the area is limited in size, staff ensure there are a variety of resources for children to use, to develop their large motor skills. Children are able to access drinking water in all rooms and make healthy choices from the options made available to them at snack time. Children bring their own lunch with them which is stored in the fridge to ensure it remains fresh. Young babies are able to follow their own daily routines, for example, sleeping when they need to, resulting in happy, relaxed children. Staff show a good understanding of child development and encourage all children to be independent. Young children learn to feed themselves as they develop their hand and eye co-ordination and older children learn to take themselves to the toilet and wash their hands. Children show good independent skills at snack time pouring their drinks, spreading the cheese on crackers and peeling their fruit.

Children show a good understanding about keeping themselves safe. They use the "potty chair" carefully placing it near the toilets, using two hands to carry it up the few steps and hold onto the door frame when stepping through the door to outside. Children turn to the staff for support when they fall over and look for reassurance when feeling a little anxious, reflecting the good relationships between the children and the staff. Children behave well, understanding the rules of the setting, and developing a good understanding about sharing the toys and taking turns. Children understand the need to tidy up and show responsibility when helping put the toys away in the correct boxes. Children play with their peers from a wide variety of cultures and backgrounds, accepting their differences. They have opportunities to learn about celebrations from other countries including food tasting from around the world and trying different art and craft ideas. Children meet people from their local community such as the librarian and the dental nurse, learning about their roles. They show a sense of belonging within the setting and become confident learners who show the ability to communicate in many ways with each other and the staff.

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	3
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

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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