

St Mary's Day Nursery

Inspection report for early years provision

Unique reference number

EY365814

Inspection date

17/03/2011

Inspector

Hayley Lapworth

Setting address

365 Bell Green Road, COVENTRY, CV6 7HD

Telephone number

02476 688450

Email

stmnnursery@yahoo.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 Mary's Nursery opened in 2004 and changed ownership in 2007. It operates from a converted detached house in the Bell Green area of Coventry. Children are cared for in four base rooms. The nursery is open each week day from 8am until 6pm all year round. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is registered to receive a maximum of 40 children at any one time. There are currently 65 children on roll. Children attend for a variety of sessions. There are 11 staff employed to work directly with the children. Including the manager nine hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a clean, bright and welcoming environment which ensures they settle easily into their day. Staff know the children well, they provide an inclusive service actively supporting all children to participate in activities which meet their individual interests. Staff build good relationships with the parents sharing information readily. Documentation is generally well managed and most written parental consents are obtained. New systems are being developed to monitor the children's development. The management team have a clear vision for the setting. Staff at the setting, many of whom are in new roles have a keen attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- take steps to implement mandatory procedures relating to medicines by ensuring that prior written permission is obtained from parents before any medication is given to children (Promoting good health) (also applies to both parts of the Childcare Register)
- 31/03/2011

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

- provide opportunities for children to develop and use their home language in their play and learning in order to value linguistic diversity.

The effectiveness of leadership and management of the early years provision

The manager and staff are confident and clear about their responsibilities in relation to ensuring children remain safe and protected. They have a good understanding of how to recognise signs and symptoms of abuse and there are clear procedures to follow should they have any concerns about children in their care. The setting has good recruitment and selection procedures in place to check staffs' initial and ongoing suitability to work with children. Induction procedures are effective. Staff who are new to the setting and in the process of completing vetting procedures are not left alone with the children. The good deployment of staff ensures children are effectively supported in their learning, as well as, remaining safe. Thorough risk assessments are undertaken and regularly reviewed which enables the provider to be pro-active in ensuring children's care and safety is given high priority. Most documentation is well maintained and organised effectively to support children's needs and the efficient running of the setting. However, on two occasions parent's written consent was not obtained prior to the administration of medication. Consequently, children's welfare is compromised.

Secure relationships are developed with parents and carers. They are well informed about the provision and are able to share information about their children's care needs. This is achieved through methods such as daily diaries and verbal discussion which is lead by the notes made by the children's key workers. Parents speak positively about many aspects of the provision. They share that they especially appreciate the flexibility of the service that meets their ever-changing work commitments. They also share that their children are happy and they are kept well informed as staff make time at the start and end of each day to discuss their children's general well-being. Parents are also informed about future events, such as, fundraisers and a mum's tea party to celebrate Mother's day. This newly established team work well together, they are aware of the settings policies and procedures and effectively implement these to promote children's welfare, safety and development.

Continuous improvement is good. The staff team share a clear vision for the setting and since the last inspection, with the support of the local authority, have implemented a number of changes. For example, the methods used to monitor the children's development, how the play rooms are organised and the record of risk assessments. The team have embraced these changes and worked hard to embed them into practice. All of which have improved the safety and learning opportunities for the children. They are also developing methods of encouraging children to use their home language at the setting. For example, for some children they obtain key words the children use at home. This helps the children to use their home language in their play and routine and creates a sense of belonging. However, this is not consistently applied for all children. As a result, the learning for some children may be restricted.

There are good systems in place to support children with special needs and/or disabilities. Ramps and wide doors mean the setting is easily accessible. Staff liaise

closely with parents and external agencies to ensure children's needs are met and they are fully supported and included within the life of the setting. Staff are aware of developing links with other providers where children attend more than one setting. Consequently, this means their care and educational goals can be consistently applied.

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

A broad variety of resources and activities are on offer that promote children's choices and keep them engaged in their learning. They are supported by staff who let them lead their own learning, as well as, providing them with a good balance of planned adult-lead experiences. Children's interests and actions are observed by staff and effectively acted upon. For example, whilst the children wait for lunch to arrive they bang their feet under the table. Staff use this opportunity and suggests 'shall we sing a song which has banging your feet in', all children join in and sing 'if your happy and you know it bang your feet'. The children are confident with visitors and share good relationships with the staff who work in their rooms. Interaction and humour from both parties ensures children have fun throughout the day.

Staff have grasped a secure understanding of the early years foundation stage and how young children learn. They are aware of the six areas of learning and provide opportunities for learning both in and outdoors. For example, indoors they provide paper and writing implements and outdoors they provide pots of water and paint brushes for children to make marks on the walls. Consequently, children develop early writing skills and are becoming creative. Staff make planned and spontaneous observations of the children's learning. They then use this information to assess their stage of development and plan for their next steps in their learning journeys. Therefore, children are making good progress.

Children's language skills are well supported with staff helping children to think as they play. They use open ended questions to encourage conversation and extend the children's learning. For example, during creative play staff ask children what they think the flour and the porridge oats feel and smell like. Books are regularly used by children who sit in comfy areas to read to themselves or by staff who read stories to a group of children. Children listen to stories read to them with keen interest. They participate by pretending to be a animal from the book. For example, they squawk like parrots and bang on their chests when they are pretending to be a gorilla. Children love to share their own experiences; they use resources and improvise to make costumes to fit their chosen character. For example, they share with the inspector 'this is a doctor's bag but it's my life jacket and I am going on a boat'. As a result, they are becoming confident in communicating with adults and developing their imaginations.

Children are encouraged to be polite, use their manners and talk kindly to one another. They learn to share equipment as they play together with any disputes used as opportunities for staff to develop children's understanding of fair play.

Children learn to problem solve and take turns. For example, whilst waiting to access a new activity children suggest 'shall we use this to take turns' as they hand a member of staff the sand timer.

Children learn good procedures regarding personal hygiene through regular routines. Their overall health and nutrition is enhanced as they are encouraged to eat a variety of fresh food and fruit. Menus include meals like fish, mashed potatoes white sauce and peas with pineapple or fruit mousse for pudding. All children have daily opportunities for fresh air and exercise. Children are learning about their own safety and the safety of others. This is achieved because they are involved in practising the fire drill and receive regular reminders from staff about why they should not climb on the furniture.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept) 31/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept). 31/03/2011