

St John's Nursery

Inspection report for early years provision

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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*.

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Description of the setting

St John's Nursery opened in 1968 and operates from two rooms within St John's Church Hall in Heath Hayes, Cannock, Staffordshire. The nursery is open each weekday from 9.15am to 3pm during school term times. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 32 children may attend the nursery at any one time. There are currently 75 children aged from two to four years on roll. This includes funded children who are in receipt of nursery education funding. Children come from the local area. The nursery supports children with special educational needs and/or disabilities.

The nursery employs seven members of staff, all of whom hold appropriate early years qualifications. Of these three staff are working towards a Foundation Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are committed to improving the quality of education and care through continuous self-evaluation. Children settle well and are involved in a range of activities which they enjoy. Deployment of resources and the environment generally support children's learning. The partnership with the local school, community, professionals and parents contributes effectively to ensuring that the needs of all children are met. This helps staff to treat the children as individuals. All policies and procedures are inclusive and are implemented successfully to promote children's welfare.

What steps need to be taken to improve provision further?

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

- enhance further children's education by improving the learning environment
- organise sufficient resources during group activities to ensure all children take an active part and enjoy their play.

The effectiveness of leadership and management of the early years provision

Staff demonstrate good knowledge and clear understanding of their responsibility to report any concerns to the Local Safeguarding Children Board. They have completed a relevant course to supplement their knowledge. Systematic recruitment and vetting procedures, including the successful induction of students, ensure that children are safe. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. Children are taught to be safety-conscious

without being fearful. They show an understanding of how to keep themselves safe. Constructive opportunities for reinforcement are also arranged, including visits from fire officers. Children practise how to cross the road safely using a zebra crossing and learn to recognise relevant road signs. Staff take effective steps to promote children's good health and wellbeing, including those to prevent the spread of infection.

A robust system to monitor and evaluate practice enables the setting to identify targets effectively for further improvement. The evaluation of the setting includes listening carefully to the views of staff, children and parents. The staff are pro-active in accessing training to continually improve their knowledge and skills. All recommendations raised at the previous inspection visit have been met successfully. Children's achievements and progress are discussed with parents through a two-way exchange of information and sharing their profiles regularly. Parents are encouraged to be involved in their children's learning through regular questionnaires, weekly notebooks and storybooks that children borrow from the setting's library. The staff work well in partnership with other professionals. They meet with and invite the local pre-school staff to discuss individual children in order fully to promote continuity and progression.

Staff have a good knowledge of each child's background and needs. Their association with the area Special Educational Needs Coordinator and other professionals allows them to seek advice to ensure children get the support they need. All children have their welfare needs met and achieve irrespective of their abilities or backgrounds. An extensive selection of materials is available depicting positive images of diversity to help children understand and respect the values of others. Staff organise themed activities to promote awareness and encourage children to take an active part in associated artwork for displays and to celebrate different festivals all through the year.

Furniture, equipment and materials are of good quality and suitable for all ages of children to support their development. The organisation of resources provides free choice to encourage children's independence. However, during group activities the resources are not always deployed in sufficient quantity or variety to enable all children to take an active part and enjoy their play. Staff plan an environment that is rich in signs, symbols and displays that take into account children's interests and understanding, however, these are not sufficiently at children's eye level to fully support their learning. Nevertheless, children benefit from effective deployment of personnel.

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

Staff welcome the children into a relaxed and inviting environment where they have the independence to express their curiosity through spontaneous participation. Children are enthusiastic and eager to express their skills in play. Staff work well together and contribute to the planning of activities. They have good observation skills for assessing effectively the progress children make and planning their next steps in learning. Staff use good questioning skills to set

challenges for children, enabling them to think critically and be actively involved in activities.

Children extend their vocabulary by sharing their thoughts and experiences throughout the session. Staff interact with the children, engaging them in conversation and promoting their language and communication abilities well. Good opportunities are provided for all children to make marks, to write for different purposes and to use their phonic knowledge for linking sounds and letters. Children and adults enjoy books together in an attractive book area and library. Counting through play and games involving quantity, size comparison, matching numbers, colours and shapes helps children to develop their numeracy skills. For instance, they count chairs at snack time or use scales to measure ingredients to make quiche.

A selection of resources and good opportunities are provided for children to familiarise themselves with information and communication technology including the use of a computer. Opportunities such as discussing different seasons, weather and growing and watering plants enhance children's knowledge about the natural world. Themed projects including, animals, mini-beasts, plants and people enrich children's learning. Children learn to be active and interactive through the provision of plenty of opportunities for coordination, control, manipulation and movement. They show increasing control in handling tools, objects and malleable and construction materials. Access to the outdoor play area allows children to breathe the fresh air, move freely and make plenty of noise.

Children use their imaginations and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own artwork alongside more structured art activities for the purposes of themed pieces or a wall display. Children enjoy junk-modelling, for instance, making toothbrushes. They are also provided with a range of musical instruments and sensory experiences including hand-printing, flour, shaving foam, water and sand. Children's health is well promoted. They enjoy toast, fresh fruits and drinks at snack times. Drinking water is available throughout the session.

Children develop an understanding of basic personal hygiene, washing their hands before they eat, after messy play and after using the toilet. Children are confident, well behaved and have a good awareness of right and wrong, responding positively to directions from staff. They enthusiastically help staff at snack times and tidy-up times. Older children mother the younger ones, holding their hands to lead them along. All are encouraged and praised, and their efforts are acknowledged appropriately.

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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