

St Joseph's Nursery

Inspection report for early years provision

Unique reference number 302861
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Inspector Angela Howard

Setting address 221 Doncaster Road, Barnsley, South Yorkshire, S70 3QY

Telephone number 01226 290189
Email stjosephsnursery@aol.co.uk
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. Joseph's Nursery was registered in 1998 and is a privately owned setting. It operates from converted, detached premises on the main Doncaster Road, close to Barnsley town centre. There are nine rooms on two levels available for children's play on the ground and first floors of the building. All children share access to two enclosed outdoor play areas, plus an allotment. The nursery is open from 8am until 6pm each weekday all year round, excluding bank holidays. The nursery is registered to care for a maximum of 57 children aged from birth to five years, of which no more than 24 may be under two years at any one time. There are currently 103 children on roll, of whom 34 are in receipt of funded nursery education. Children attend for a variety of sessions. They come from a wide catchment area, including Sheffield, Leeds and Holmfirth.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 14 members of staff, all of whom 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 flourish with the support, care and dedication demonstrated by each member of staff. They are making good progress in their learning and have great fun in an environment where their welfare needs are consistently and effectively promoted. Highly valued partnerships with parents and others ensure children's individual needs are rigorously met. Management are very successful in inspiring the staff. Morale is very good and aspirations for children are high. There is a very clear sense of direction and staff give utmost priority to self-evaluation and opportunities for training and development.

What steps need to be taken to improve provision further?

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

- build further upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

All staff within the setting are fully aware of the steps to be taken to safeguard children. There are highly effective procedures in place for identifying any child at

risk of harm and liaising with the appropriate child agencies. Robust recruitment and vetting procedures and continued professional development support the high motivation of staff, ensuring that children are cared for by enthusiastic and valued adults. Staff carefully record any minor bumps and bruises suffered by the children, and parents are kept properly informed. Excellent detailed risk assessment, along with daily checks, help to ensure the setting is secure and safe for children to explore. Identification is checked for any visitors who are then asked to sign in and out using the visitors book. Children are further safeguarded by highly rigorous recruitment and vetting procedures undertaken on all new staff. The children enjoy excellent resources, both for indoor and outdoor play and the good use of an allotment further enhances children's outdoor experiences. Staff support and develop activities which engage children and focus on their individual interests, so that they are curious and inquisitive. They actively promote equality and diversity and are very effective in ensuring that all children are able to fully participate. For example, children who have any special educational needs and/or disabilities are very well supported and fully included in the life of the setting. Sign language is used consistently and confidently by staff and all children, helping them build strong bonds, which helps them to feel settled and secure. Children's progress relative to their starting points are rigorously monitored to ensure there are no under achievements and that any sign of difficulty receives effective action. Staff seek advice and support and proactively welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive in this adaptable environment. Consequently, the outcomes for children's learning is positive.

Partnership with parents is superb as staff discuss every aspect of their child's learning and development with them. Exchange of information is clearly two-way and ongoing. As a result, parents feel they do have a voice and play a vital role in their children's care and development and that their views are important. The setting keeps parents informed for example, through daily conversations, notices, newsletters, questionnaires, children's journals and meetings. As a result, highly effective partnerships are in place with parents. They clearly appreciate the staff as references say 'the nursery is excellent my baby really enjoys the time at nursery and I would recommend it to any of my friends or family'. 'I would like to comment about the outstanding dedication of the staff in the nursery, staff are priceless and their dedication to establishing relationships and knowing each child so well as an individual is amazing'. Staff liaise with other settings and have been proactive with settings, sharing transition records. However, the system in place to ensure a two-way flow of information with other settings providing for children in the Early Years Foundation Stage is in its infancy. The manager and owner of the setting use a variety of ways to review the setting's practice regularly, which ensures that they are successful in continually making improvements. The comprehensive methods of self-evaluation enable the valued opinions of staff, parents and children to be acted upon.

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

Children make good progress towards the early learning goals because all staff have a secure understanding of how young children develop. Parents provide a very thorough baseline of information for children's starting points. The staff use this information robustly in line with the Early Years Foundation Stage to plan well for children's next steps. Children participate eagerly and with great enjoyment. They love being outdoors where they are offered the freedom to explore, use their senses and be physically exuberant. They dig in sand and pebbles, ride on toys and become very excited as they have a race, rolling hula hoops across the play area. They can be seen making music or are totally absorbed in watching the water flow down the guttering, concentrating very hard as they work out that the faster they put water in the faster it flows. There is great emphasis on building children's self-esteem and a good disposition and attitude towards learning. All children develop a strong sense of worth through the good interaction, care and attention they receive from the staff. For example, children respond eagerly to constant praise and encouragement and enjoy the warm, caring reassurance from the staff. They feel good about themselves, show respect for each other and are beginning to manage their own behaviour successfully. Children have a good awareness of number names as they count routinely in activities. For example, they count 'one, two, three go' to start a race and spontaneously count the ducks in the water, which leads to them singing about five little ducks. Children are beginning to distinguish between more and less, and make comparatives as they match the size of their water hand print against that of a member of staff. The environment is exceedingly rich in signs, symbols, notices, numbers, words and books to support children in developing confidence and a good disposition to become competent in communicating. They love repetition and sing the same song over and over again building up their memory and confidence. All children throughout the setting use sign language confidently and accurately. Babies coo, babble and make sounds as they copy staff and they squeal in delight as they see their reflection in the mirror. This mirroring of language encourages them to make new sounds and, as a result, they are keen to engage with staff. Babies use facial expression well to show their likes and dislikes as they explore the different textures, such as the dry pasta, paint and play dough. The toddlers are very confident and love to snuggle in with staff to share books and invite them into the role play area for a cup of tea. They are beginning to take turns at group time and share favourite toys, such as the binoculars as they look out at the birds in the trees. An extensive range of heuristic play resources stimulate sensory and tactile experiences. Children are fully supported in their experiences by very caring and interested adults who enjoy being with the children and giving the very best.

Children's awareness of risk and safety is promoted extremely well within their everyday play experiences. They learn about their own safety through following the excellent practice of the staff and the constant but gentle reminders of safety rules to reinforce safe practice. This helps children understand why rules exist and results in children developing a good awareness of their place in society ensuring they are well equipped with the skills in order to secure future learning. The children show superb awareness of adopting healthy lifestyles, understanding the

need for exercise and a healthy diet. They thoroughly enjoy the well-equipped children's gym as part of daily routines, with cross trainer, treadmill, balancing beams and an exercise bike. Children are provided with wholesome, nutritious and well-balanced meals and thoroughly enjoy the food offered to them. Meals are freshly prepared using some vegetables and fruit children have helped to plant and care for. Children take part at lunch time in excellent discussions with staff regarding the content of the meal. For example, today it is home-made spaghetti bolognaise. The children say that the pasta gives them energy, the celery, leeks and tomatoes are part of their '5 a day', the meat helps them to grow and the custard helps to build strong bones. The innovative use of these discussions introduces children to portion size and different groups of food helping children to understand how to keep themselves healthy from a very young age.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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