

St Bernards Nursery

Inspection report for early years provision

Unique reference number 109747
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Inspector Mandy Gannon

Setting address Oakridge Methodist Church, Vivian Road, Basingstoke,
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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 Bernard's Nursery opened in 1974 and moved to its current premises in 1998. It operates from Oakridge Church in the town of Basingstoke. The nursery have access to three rooms and a large fully enclosed outdoor area. The nursery serves a wide geographical area.

The setting is registered to care for a maximum of 32 children aged between two and eight years of age. The setting currently only takes children from two to five years old. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 82 children on roll. This includes 51 children in receipt of government funding. The nursery is open 51 weeks a year, Monday-Friday from 8:30 a.m to 5:30 p.m and children attend a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and English as an additional language.

There are 11 members of staff who are employed to work with the children and a nursery cook. The manager has a BA in primary practice and a foundation degree in childhood studies, four members of staff hold childcare qualifications at NVQ level 4, four staff at NVQ level 3 and two members of staff at NVQ level 2. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in a setting where they are highly valued as individuals. Inspiring collaborative partnerships between the staff, parents and carers and other professionals are a key strength in the setting ensuring the success of meeting the needs of each child. A superior leadership and management team communicate drive and commitment, securing well targeted improvement. A dedicated, motivated, staff team work seamlessly together to ensure the best outcomes for children in their care. Although, how children access their coats requires further attention.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving children's safe access of their coats.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are comprehensive and robust. Staff complete regular training and have a thorough knowledge and understanding of procedures to follow if they had child protection concerns, and actions to follow if allegations are made against staff. Children are safeguarded and protected as their welfare concerns are identified and responded to appropriately, excellent collaborative partnerships with other agencies are highly successful. Accurate records are meticulously maintained for the safe and efficient management of the setting in order to ensure the needs of all children are met. Staff are vigilant and ensure visitors to the premises are accurately identified; superb security systems are in place to effectively promote children's safety. Comprehensive risk assessments are undertaken and action is taken to eliminate risks, children demonstrate an excellent awareness of safety issues and successfully demonstrate how to keep themselves safe.

The leadership and management play a significant role in the setting; they regularly evaluate their provision through consultations with staff, parents and children and accurately identify strengths and areas for further development. Staff are valued; they are encouraged to attend regular training and development promoting staff morale which is high, and all achievements are celebrated. Children benefit from a highly successful, organised setting, where the children at all times are their top priority and staff show commitment to meet the needs of the children and their families. Exceptional partnerships between parents, carers and others are in place where collaborative working is an integral part of the setting. Organised, effective communication channels are established ensuring and enhancing superior partnerships. Parents and childminders receive monthly assessment records and contribute to the assessments and planning the next steps in their learning. All parents who I spoke to at the inspection could not praise the nursery enough saying 'the staff are warm and welcoming and go out of their way to help your child and your family' and a childminder stated 'they are just great and they liaise with me' and I contribute to the monthly development record. I have never been involved in a setting where it is so good working together in the best interest of the child'. Highly successful links are formed with other professionals, the local children's centre and schools aiding transitions. Equality and diversity are at the heart of this setting where the uniqueness of each individual is valued and staff have an exceptional knowledge of children's home background and individual needs. Considerable steps are taken to ensure all children are included and their needs are met, in a setting where many children have English as an additional language. The use of pictorial signs throughout the nursery and in activities support and develops children's understanding and language, staff use makaton, they complete additional training and learn other vocabulary in order to be able to greet each child in their home language. Children thrive in a conducive learning environment where high quality suitable toys and equipment and inspiring forward thinking staff, successfully support children to make significant steps in their learning and development.

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

Children benefit from highly effective hygiene practices, the promotion of healthy eating, and fresh air and exercise contributing to a healthy lifestyle is exceptional. Children confidently and skilfully cut up and help to prepare fruit and vegetables for snack. All children have an excellent understanding of routines promoting their safety and sense of security, as they all play an active role in the setting. Some children find accessing their coats difficult as they have to climb on the bench, although others manage successfully. Children are aware of hygiene practices and confidently clean their hands and serve themselves snacks and drinks at the snack bar, sitting down with their friends. A nursery cook is employed who prepares all meals and meticulous, robust systems are in place to meet all allergies and dietary requirements, working in close relationships with the staff and parents. The setting has recently been awarded an excellent judgement by the local food standards agency. Meal times are social occasions and staff sit with the children and are involved in discussions about food, their likes and dislikes and healthy eating. Children access the excellent outside learning environment throughout the year and suitable clothing including boots and umbrellas are available. Children freely move between the inside and outside and excitedly access an environment which they have contributed in developing; as they bang saucepans with wooden spoons, walk on paving slabs that they have added their foot and hand prints onto and fill containers with soil using wheelbarrows and planks in preparation for planting.

Children show a very good awareness of themselves in relation to their place in society as they have opportunities to learn about the local community; they visit a local retirement home, travel on the bus to the library and walk in the area. Extensive labelling in English and children's home language enhances children's understanding of the written word and extensive opportunities for mark making are highly successful. Children laugh excitedly at story time as staff skilfully use props and facial expressions to tell a story. Children freely access a wide range of fiction and non-fiction books which are attractively displayed. Children's behaviour is exceptional in a setting where they form positive relationships with their peers and staff. Children are kind to one another and show care and consideration to each other as they offer another child a toy and ask others to join in their game. Children make exceptional progress due to staff's considerable expertise, enthusiasm and caring attitude, where the willingness of the staff to take what ever steps are necessary to ensure the best possible outcome for each child is clearly visible.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| 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 | 1 |
| The extent to which children develop skills for the future | 1 |

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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