

Samuels Christian Nursery

Inspection report for early years provision

Unique reference number

220120

Inspection date

12/05/2011

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*.

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

Samuels Christian Nursery is a church-based and supported nursery, which was registered in 1990. It operates from three main rooms in the church hall of Broadmead Baptist Church, on the outskirts of Northampton. The setting is accessible to all children and they have access to a fully enclosed outdoor play area.

The setting provides funded early education for two, three and four-year-olds. It is open each weekday during term-time only and sessions are daily from 9am to 12 midday, with afternoon sessions on Tuesday, Wednesday and Thursday from 1pm to 3.30pm. Children may attend for a variety of sessions. The setting is registered on the Early Years Register to provide 32 places and there are currently 73 children on roll who are within this age group. The setting serves a wide catchment area. It currently supports a number of children with special educational needs and/or disabilities and several children who speak English as an additional language.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

The setting has achieved the Effective Early Learning Programme Quality Assurance accreditation. It employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. Two staff members have achieved Early Years Professional Status and three have qualified teacher status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting's ethos and genuine commitment to recognising each child as a unique individual ensures that all children are respected and develop a positive sense of self. Every child is offered the support they require to ensure that their needs are met, they make excellent progress in their learning and development and are able to participate meaningfully in all activities and opportunities. Confident, well-trained staff competently implement excellent assessment and planning procedures, ensuring that children are offered a wealth of activities that accurately reflect their current needs and interests. The manager and staff meticulously evaluate every area of their practice, developing comprehensive, yet practical, action plans to further improve the outcomes for children and thus maintain a service which is highly responsive to the needs of children and their families. Excellent partnerships with parents, carers and other professionals ensure that individual children's needs are met and that their welfare is consistently promoted.

What steps need to be taken to improve provision further?

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

- offering children further opportunities to find out about and identify the uses of everyday technology and use information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

Children's wellbeing is significantly enhanced and their welfare consistently promoted because there are highly effective safeguarding procedures. All staff demonstrate a comprehensive awareness of this area and there are stringent procedures to ensure that staff are suitable to work with children. Robust policies and procedures are consistently implemented to ensure that any concerns about children are prioritised and managed well. The setting's excellent collaborative working with other agencies further supports this area of work. Comprehensive risk assessments and daily safety checks ensure that children's safety is promoted. Excellent daily practice, specific activities and ongoing explanations from staff enable children to gain a mature understanding of safety issues. For example, they talk about fire safety, access associated books and resources and enjoy a visit from the fire service.

The governors, manager and deputy manager demonstrate a warmth and enthusiasm for their work and a genuine desire to offer high quality child care. They are successful in passing on their positive attitude and in inspiring all staff to set and maintain high standards. Staff work exceptionally well as a team, supporting each other and showing their care and concern for each child. This creates a highly positive environment, where children play happily and confidently, expressing their thoughts and ideas. The setting's honest, detailed monitoring of all areas of their work supports them in developing well-targeted action plans. All actions are based securely on the aim of offering every child the best possible start they can. Understanding each child and promoting equality of opportunity are central to all areas of work. Staff work closely with parents and carers, paying meticulous attention to understanding each child's background and needs. This information is used to inform activity planning, ensuring that children are always offered appropriate play opportunities and support. Staff also utilise local data and statistics to inform their work, to ensure that the needs of all children are met. All resources are used exceptionally well in order to promote children's development. For example, staff use local resources, such as parks and an allotment in order to offer children an extended range of opportunities.

Staff work hard to develop and maintain highly effective partnerships with parents and carers. The well-considered communication procedures ensure that there are productive partnerships and parents are exceptionally well informed of their

children's progress and activities. For example, there is an informative website and regular parents' consultation events. Staff also provide 'take home' sheets containing examples of current activities and ideas for parents and carers to continue their child's learning at home. The setting has excellent procedures for liaising with other professionals. For example, they work closely with family support workers, speech and language therapists and childminders, ensuring that children's care is consistent and that their development is promoted.

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

Children make excellent progress because staff attend a wealth of additional training and have a comprehensive understanding of the Early Years Foundation Stage. Staff observe children as they play, actively using all information gathered about individual children. This ensures that their activity planning is securely based on children's needs and interests. Staff also sensitively gather information on children's wellbeing and development, using this to highlight areas to work on and to further inform activity planning. This means that children are offered a rich and creative variety of play experiences that capture their interest and meet their current developmental needs. Staff confidently encourage children to initiate their play, whilst offering them sensitive support and further ideas whenever appropriate. This promotes children's confidence and they are inquisitive, eager to explore and play an active part in their own learning. Their behaviour demonstrates that they feel safe as they move confidently around the setting, independently selecting their resources and readily approaching staff for help or to include them in their play and discussions.

The excellent planning and provision of resources means that children are offered a wealth of opportunities to explore and see how things work. For example, they participate in role play activities connected with a 'bicycle repair shop' and use real tools to open clocks and examine the mechanisms. The thoughtful provision of an extensive range of accessible resources means that children are able to make choices and are inspired to extend their thoughts and play. For example, children become totally engrossed in making their own models; they carefully sand blocks of wood, choose additional resources to make wheels and wings and work out the most efficient way to fix these to the models, using either nails or glue. Activities such as these extend children's creative and problem-solving skills and their self-esteem is promoted as they show great pride in their finished work.

Children's emotional development is promoted as they develop secure, trusting relationships with staff and with their peers. Their behaviour is exemplary and they show a mature understanding of the expected standards of behaviour as they organise their play and readily share the resources. For example, children use a sand timer to organise turns on the computer. All children are highly valued as individuals and engage in a wide range of meaningful discussions and activities that help them to value diversity and understand the cultures and lifestyles of others. For example, when covering a topic entitled 'Round the World', parents and children share aspects of their culture and family life. They also participate in activities to celebrate World Book Day and 'Grandparents Day'. The excellent

procedures for working with parents, carers and other professionals mean that children who speak English as an additional language or who have special educational needs and/or disabilities are consistently offered highly appropriate support.

The thoughtful planning of all activities means that children are encouraged to use their skills in all areas of their daily play. For example, children's mathematical skills are extended during an autumn walk in the park; they join hands and count how many children it takes to circle different trees, also measuring the circumference of the trees by using pieces of string and comparing these to decide which tree is 'bigger' or 'wider'. Excellent staff interaction means that children's learning is extended. For example, children and a staff member explore items on a table; they then play a game where they position the different objects to explore concepts such as 'on top and underneath', 'next to' and 'inside and outside'. Children's learning is further extended because staff make excellent use of incidental learning opportunities. For example, children playing with hospital role play equipment are joined by a staff member who gently introduces and explains new vocabulary such as 'patients' and 'paramedic'.

Children gain a very good awareness of the relevance of a wide range of healthy practices. For example, their understanding of healthy eating is promoted through daily discussions and growing and cooking their own vegetables. Children use a wide range of information and communication technology equipment and thus gain skills for use in future life. For example, they use remote control toys and competently access appropriate programmes on the computer. However, their knowledge of the uses of everyday technology and the further uses of information and communication technology is not extended to the optimum. The setting's excellent planning means that children have a wealth of opportunities to learn about living things. For example, they grow fruit, vegetables and flowers in their garden, visit an allotment to help plant further vegetables and enjoy watching the frog in their garden.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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

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