

St Hugh of Lincoln Nursery School

Inspection report for early years provision

Unique reference number	134467
Inspection date	02/03/2011
Inspector	Gill Bosschaert

Setting address	Our Lady of Lourdes School, Curbridge Road, Witney, Oxfordshire, OX28 5JZ
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Telephone number	01993 706636
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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 Hugh of Lincoln Nursery school opened in 1995. It is run by a management group of Trustees and it operates from its own building within the grounds of Our Lady of Lourdes Primary School in Witney, Oxfordshire. There are currently 70 children from two and a half to five years on roll. This includes 53 children who receive funding for early education. The group serves the local area and children attend for a variety of sessions on a full or part time basis. The group opens five days a week during school term times. Sessions are from 8.30am until 11.30am and 12.30pm until 3pm, with a lunch time session for those who wish to extend their day. There are eight staff working with the children, all of whom have early years qualifications, one with Early Years Professional Status, one with an Honours degree in Early Childhood Studies, four with an NVQ at level 3, one with an NVQ at level 2 and one staff member completing a Foundation Course. The setting has a firm partnership with the primary school and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. It meets the needs of the early years children very well. There is good support for their learning and development, and their welfare is effectively promoted. This is an inclusive setting where the needs of every child are met. There is excellent support for children with special educational needs and/or disabilities and those for whom English is an additional language. Partnerships with parents and carers are excellent, the setting works effectively with the school and other agencies to ensure all children receive the necessary support and guidance. Improvements have been made since the last inspection and leaders have shown they have good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure children have more opportunity to grow in independence and self-help skills.

The effectiveness of leadership and management of the early years provision

A wide range of policies and procedures together with the accurate completion of records ensures children's needs are met and they are extremely well safeguarded. Risk assessments take place daily and are recorded, including risk assessments for specific areas within the provision, for example the outside sand pit. All staff are suitably qualified and are appropriately vetted. Staff development is planned according to the perceived needs of the staff and the manager.

Partnerships with parents and carers are excellent. They have many opportunities to know and understand how their child is progressing and this is promoted through the systems in place to support the all the different children attending and address their individual needs. A questionnaire showed that parents and carers are happy with the Nursery and feel that their children are kept safe. Meetings with the manager and/or their child's key worker are frequent and ad hoc as no appointment is necessary. Parents and carers are encouraged to observe children enjoying their learning and to write comments if they wish. They are also involved, with their children, in the nurturing of Barnaby Bear, and willingly write up some of his experiences while staying in their homes. Planning is both long term and daily and draws on the knowledge that key workers have of the children in their care.

A strength of the Nursery is its outside area. Excellent opportunities are given to work and play for extended periods in this stimulating environment that offers sensory experiences through contact with the weather and the natural world. A treasure hunt gave children a purpose to explore their surroundings and to dig in the sand for 'gold'. A garden of vegetables, flowers and fruit grown by the children helps them to understand the natural world, and a new solid bench helps children to extend their natural curiosity by seeing 'over the fence' All areas of learning are planned daily but opportunities are missed to follow up quickly things that are of immediate interest to children. Although planning takes account of this, the delay of a day or two before this interest is taken up sometimes suppresses children's initial excitement and independence as activities are mainly adult led. At the end of their time in the Nursery, children's records are photocopied and sent to their new setting, and the Learning Journey file is sent home.

Staff show great warmth, care and attention to the needs and safety of the children putting the child at the heart of all that they do. Staff draw on the effective support of the local health services and others, for example, the local Police, Fire Officers and a father from the nursing profession, all of who are welcome visitors. There are strong links with the parish and an active Friends of the Nursery association, which provide further support for the setting, for example by raising money to buy resources. Self-evaluation is good and involves all staff, identifying where further improvements could be made.

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

The Nursery provides a safe, secure, warm, and exciting environment that enables good learning opportunities for all its children. Space is used very effectively to provide the maximum opportunities for children's play and learning. Children enjoy being here and settle very quickly on arrival. They feel safe and secure because staff work so closely with parents. Comforters can be brought from home for added security if required. Free flow between the inside and outside learning areas helps to develop independence.

Staff support learning very well often by playing alongside children, knowing when to extend vocabulary and when to stand back and let children persevere. Children

balancing on a series of planks to reach the pirate ship were encouraged not to 'fall in the water', adding an imaginary dimension to their physical skills and promoting healthy lifestyles. As all activities are adult initiated, this restricts the opportunities for children to contribute and play a greater part in their own learning and development.

A selection of good quality picture books both fiction and non-fiction is available and children are encouraged to choose freely as well as share with an adult. A 'Talking Pen' is used to aid communication with non-English speaking children as this is able to translate key words and phrases into home languages. Opportunities are available to practise emergent writing skills outside on clipboards and a large whiteboard, and inside the same opportunities exist with chalk, felt tips or paint. A large display depicts children's ability to write their name using different utensils and media, including large brushes for painting. Number games and puzzles help children to order and count. Story and rhyme, as well as music and song are used very effectively to encourage language development, especially as the Nursery is part of the 'Every Child a Talker' project. Data shows that many of the children are at or above their developmental age giving them a secure start to their education.

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	1
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	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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Annex B: the Childcare Register

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