

Christchurch Nursery

Inspection report for early years provision

Unique reference number EY344291
Inspection date 07/06/2011
Inspector Jane Mount

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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

Christchurch Nursery registered in December 2006. It operates from St John's church hall in Radlett, Hertfordshire. The setting has use of a large hall, a small hall and the inner lobby and associated facilities including toilets and a kitchen. There is access to an outdoor area.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend at any one time, with none under the age of two years. There are currently 40 children on roll, all of whom are in the early years age group. Of these, 26 children receive government funding for early years education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Christchurch Nursery operates term time only. It is open each weekday from 9am to 12noon with a lunch club available from 12noon to 12.45pm. There are six members of staff, two of whom hold appropriate early years qualifications including the owner who is also the manager. She has also achieved Early Years Professional Status. Two members of staff are currently in the process of completing early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Positive partnerships with parents ensure children's individual needs are met and an inclusive and welcoming environment is provided to all. A committed staff team effectively implement the setting's policies and procedures to ensure children are safe and their welfare is fully protected. They support children well and overall provide an enabling environment. Planning and assessment systems are generally effective in ensuring children are making good progress in their learning and development. The provision has a positive attitude to improvement and a system, such as self-evaluation, to more closely monitor the quality of the service offered is in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further planning systems to ensure children's individual learning needs are clearly identified
- review and develop further the organisation of the daily routine at snack time to ensure children's independence is fully promoted
- develop further a quality improvement process, such as self-evaluation, to monitor and extend effective practice to ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are secure and children's welfare is protected. Staff have a secure knowledge and understanding of how to safeguard children as they regularly update their child protection knowledge through training. Recruitment and vetting procedures are robust and ensure all staff are suitable to work with children. An informative safeguarding policy, which is regularly reviewed and updated, reflects the procedures that would be followed if there was a concern. Children's safety is paramount and risk assessments ensure the environment remains safe at all times with any potential hazards identified and minimised immediately. Staff closely supervise children and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. All required documentation to ensure the safe and efficient management of the setting is in place and shared appropriately.

Staff are led by a manager who has a clear vision for the setting and they all work hard to provide a good quality service. Effective communication ensures staff are clear about their roles and responsibilities and consequently, they work well together as a team which has a positive impact on outcomes for children. Continuous professional development is encouraged and staff regularly attend appropriate early years courses to ensure they are well-informed and their childcare knowledge is kept up-to-date. Systems are in place to monitor and assess the quality of the provision, such as using staff meetings to evaluate practice and seeking feedback from parents. They are also in the process of completing the Herts Quality Standards (HQS) accreditation which is a county lead quality improvement scheme. A self-evaluation system to systematically identify the settings strengths and areas for further improvement has been introduced but is still in the early stages of development. The setting aims to actively use this in the future as a way of ensuring continuous improvement.

Overall, good use of space and resources ensures an environment that is safe and fully inclusive. Children benefit from the effective relationships staff have developed with parents and this significantly contributes to children's well-being. A key person system and effective daily communication with parents ensures children's individual needs are met and children receive continuity in their care and learning. Many ways are used to share information with parents, such as informative notice boards and regular newsletters. Also, home to nursery diaries have been introduced to help the nursery gain important information about children's home experiences and interests. Parents are kept informed about their children's progress and achievements with children's assessment records regularly shared with parents. Parent's feedback about the nursery and staff is very positive. The setting promotes equality of opportunity and works with parents and others to support and meet the specific needs of individual children. They liaise with other agencies and professionals including other early years providers delivering the Early Years Foundation Stage. The nursery has established links with some of the local schools which helps to ease the transition for children moving on to school.

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

Children's learning and development are promoted and children are making good progress towards the early learning goals. Staff understand that every child is unique and they are proactive in ensuring that all children are fully integrated and supported. A key person system is used and staff closely monitor children's learning through regularly observing and assessing their key children. Children's individual development records are informative and show how they are progressing and this information is used when planning future play experiences. However, planning systems do not clearly identify clear learning intentions for individual children. Child-initiated and adult-led activities are well balanced to encourage children to be active learners. Children enjoy their surroundings and show a keen interest in what they do. The environment is organised to cover the six areas of learning and children's independence is overall promoted as they are positively encouraged to make their own decisions in their play and can freely access the indoor and outdoor environments. Children confidently go to the toilet on their own or independently put on an apron to take part in an art activity. However, there are limited opportunities for children's independent development to be fully promoted around the organisation of snack time.

Children have regular opportunities to express themselves creatively. They enjoy investigating the changes to colours when painting and proudly show their 'hungry caterpillar' display with the freshly painted fruits. They use their imaginations to express themselves and enjoy dressing up and playing in the home corner. Children confidently share ideas and thoughts with their peers, such as when making models with construction bricks or playing with puzzles together. They respond with enjoyment when listening to stories, songs and rhymes and can often be seen sitting and looking at books with friends. Children participate in a range of activities which involve numbers and shapes and learn about volume through filling containers when playing with water or sand. Children learn about the wider world and about other cultures and have many opportunities to talk about their families and home life. They learn about the local community and participate in outings, such as visits to the local shops. Children learn about the environment through activities, such as talking about the weather each day at circle time.

Staff promote children's good health and well-being and take effective steps to prevent the spread of infection. Children are encouraged to adopt healthy habits and staff remind children to wash their hands after visiting the toilet and discuss the reasons for doing so. Children are developing an understanding of the importance of a healthy diet and are provided with healthy food choices at snack time. Staff encourage discussion about the benefits of eating fruit and vegetables. Children develop self-confidence in their physical skills as they use a varied range of indoor and outdoor equipment on a daily basis. Children demonstrate a strong sense of security and are confident and self-assured in the setting. Positive relationships between staff, children and parents enable children to feel secure. Staff help children gain an awareness of keeping themselves safe as they explain and practise simple procedures. Children keenly participate in regular fire drills, therefore, learning how to stay safe in an emergency. Children behave extremely

well with behaviour managed in a positive manner with clear boundaries set by staff. Children are learning how to play together and are encouraged to show care and concern and to behave considerately towards others. They can be regularly observed helping each other in their play. Praise and encouragement from staff ensure children develop high levels of self-esteem and children show real enthusiasm for what they are doing and talk with eagerness about their achievements.

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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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