

# Our Lady's Nursery

Inspection report for early years provision

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**Unique reference number** 122587  
**Inspection date** 22/06/2011  
**Inspector** Tracy Weight

**Setting address** Our Lady of Lourdes R.C. Church, Hampton Court Way,  
Thames Ditton, Surrey, KT7 0LP

**Telephone number** 0208 398 7475

**Email**

**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*.

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## **Description of the setting**

Our Lady's Nursery opened in 1976, and is located in Our Lady of Lourdes Catholic Church in Thames Ditton. Children have access to two playrooms, as well as a hall, toilets and outdoor play facilities. The nursery opens from 9.15am until 12.30pm Monday to Friday during term time. Children attend mainly from the local area, and priority is given to Catholic families.

The nursery is on the Early Years Register and may care for a maximum of 26 children aged from two years to five years at any one time. At present there are 30 children on roll aged from two and a half years to five years. The nursery provides support for children with special educational needs and/or disabilities.

Nine staff work with the children, of these three hold recognised early years qualifications to National Vocational Qualification (NVQ) Level 3 or equivalent, and one holds a Level 4 qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive in this nurturing, but stimulating environment in which they feel extremely safe. Excellent partnerships with external agencies and high parental involvement ensures that all children, including those with special educational needs and/or disabilities, receive the support that they need to progress well. Staff value the uniqueness of each child, and as a result learning programmes are well planned to meet individual needs. Outcomes for all children are generally very good. The nursery's capacity for ensuring continual improvement is exceptionally high. The dedicated staff team make very effective use of feedback from parents and other professionals, to help them to take well-targeted actions to improve the already excellent provision.

## **What steps need to be taken to improve provision further?**

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

- enhance provision and resources for children who learn best outside.

## **The effectiveness of leadership and management of the early years provision**

The energetic and highly motivated managers have high ambitions for the nursery, which are shared by all staff. All of the required policies and procedures are in place, providing a good framework for staff's practice. The nursery has robust

recruitment processes in place which ensure that children are cared for by appropriately qualified and vetted staff. Children's well-being is prioritised and staff ensure that all children are safeguarded extremely well while on the premises. There are effective child protection procedures in place and staff know what to do if they have any concerns. All staff show a very caring attitude towards children. They use risk assessments effectively to ensure children are kept safe, and they give them useful strategies to help them take increasing responsibility for their own safety.

The well-qualified team are very skilful, and they support children's learning exceptionally well when they sit with them, join in their play and talk to them to extend their communication and thinking skills. Staff participate enthusiastically in training to further develop their knowledge and skills, and they use what they learn to help to continually improve the provision. They have regular meetings, and these are used very effectively to reflect on observations of children's learning and to plan imaginative and exciting activities, to help them move forwards in their learning. As a result, outcomes for most children, including those with special educational needs and/or disabilities are good, and some make significant gains in their learning.

Overall, the nursery is exceptionally well equipped, and the effective management of resources ensures that, overall children have access to a very wide range of experiences that help to promote their very good progress. The organisation of the indoor area is very effective in enabling children to make choices and develop their own learning. However, the outdoor area is not directly accessible or quite as well-resourced, and therefore, as the nursery has already identified, provision for children who learn best outdoors is not as exceptionally high in quality as the provision for those who learn best indoors.

The nursery has developed a highly effective partnership with parents and carers. They speak enthusiastically of the high quality of care and education their children receive, and they play an integral part in the nursery community. They are actively involved in decision making and the management of the nursery through volunteering on the committee. They are highly motivated in supporting the nursery to improve further for example, they have already raised a considerable sum of money to improve the outside learning environment. New parents receive clear and useful information about the nursery and its policies. A particularly good system of close communication is in place when children first start the nursery, and this helps them settle quickly so they are ready to learn. Effective systems ensure continual communication between staff and parents about children's interests, development and next steps in their learning.

The nursery has been exceptionally proactive in establishing links with Schools and other professionals in the area. As a result, children with special educational needs and/or disabilities receive well-coordinated support, and all children are ensured a high level of consistency and continuity in their learning when they move on.

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

Children happily engage in active play in a secure, vibrant and enabling environment. They are enthusiastic and motivated learners, because staff know them well and provide stimulating and interesting learning experiences which follow their interests. Meaningful observations and thorough assessments highlight children's achievements and identify the next steps in their learning. As a result, children rapidly move forwards in their learning and gain good skills for the future.

Sensitive leadership of group activities enables children to gain a high level of confidence and self-esteem, and as a result they show that they feel extremely secure and make an exceptionally good positive contribution to the nursery community. Behaviour is exemplary, and children respond well to gentle guidance from trusted adults. They show a high level of cooperation with each other for example, as they excitedly use the large blocks and a sheet to make a 'hiding place'.

Children demonstrate increasing independence as they make choices about their play, take themselves to the toilet and give out their own drinks at snack time. They are confident at organising their play, as well as taking part in a variety of adult-led activities. They enjoy a wide range of stories, and often look at books with adults and their friends. They are developing a good understanding of the purpose of writing. They often use recognisable letters to communicate meaning for example, as they 'write' postcards to their friends, or as they label their work with their names. Children explore sound and use instruments as they imaginatively make up their own 'performances' on the 'stage' made from large wooden blocks. Attractive wall displays demonstrate children's growing creativity, and they produce good observational drawings of their growing plants. They enjoy exploring with a range of media, and experiment with consistency and colour as they mix their own powder paints. They show increasing designing and making skills as they produce recognisable models using recycled materials and a wide variety of construction kits, sometimes using a camera to record their achievements.

Children are developing a good awareness of the importance of developing a healthy lifestyle. They happily eat fruit at snack time and learn about which foods are good for them, through active discussion with staff. They thoroughly enjoy their physical play, and are encouraged to develop an awareness of the effect of exercise on their bodies. They are energetic; balancing, climbing, running, jumping and riding bikes. They show a high level of perseverance in developing new skills, even when they find the activity difficult. For example, some children do not find it easy to complete the whole row of balancing blocks, but they keep trying, gradually becoming more competent.

Overall, children enjoy their time in nursery, and make excellent progress towards the Early Learning Goals.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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