

St Thomas-a-Becket Nursery

Inspection report for early years provision

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Inspector Vicky Turner

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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. Thomas-a-Becket Nursery opened in 1999. It is run by trustees and operates from a prefabricated building in the grounds of St Thomas-a-Becket Infant School. The facilities include two classrooms, cloakrooms, toilets and storage rooms. There is a secure outdoor play area with tarmac and artificial turf. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 9am to 3pm term time only. There are currently 65 children aged from three to under five years on roll. All 65 children receive funding for nursery education. The nursery serves families from the local and surrounding area and children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities, and also supports a number of children who speak English as an additional language. There are seven members of staff who work with the children, all of whom hold an appropriate qualification. Five members of staff hold a level 3 qualification in Childcare and one holds a level 4. The other member of staff has recently completed the Foundation Degree. There is also an administrator who deals with all personnel matters and general paperwork. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is an inclusive setting where children make good progress towards the early learning goals because of good partnerships with the school, parents and carers and external agencies. The setting regularly evaluates its provision and managers know exactly what needs to be done to secure improved outcomes for the children and this includes developing an overview of children's progress. Recommendations from the previous inspection have been addressed, reflecting the setting's good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems for analysing children's progress in order to gain an overview of progress and identify where there may be gaps in the provision
- ensure daily checks are formally recorded, signed and dated by the person who did the checks.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because staff have a clear understanding of child protection issues and the procedures for reporting concerns about a child. Thorough vetting procedures ensure that staff are suitable to work with children. Comprehensive policies and procedures are in place to ensure children's safety. The premises are well secured and all visitors report at the school office. Risk assessments of the premises are undertaken by the school administrator and staff conduct daily checks of equipment and activities but this is not formally recorded. All staff hold recent first-aid qualifications and accident and medication records are generally well maintained. Preventative measures are taken against the spread of infection.

Managers provide good leadership for a committed and knowledgeable team who share the vision of a centre of excellence. Staff are encouraged to reflect on their practice and regular staff meetings enable them to make suggestions for improvement. Staff, parents and carers and children are involved in regular self-evaluation which identifies appropriate areas for improvement. These include further support for parents and carers of children with English as an additional language, staff training in observation, assessment and planning and an art workshop for the children. All recommendations from the previous inspection have been fully addressed. The setting is very well resourced with good quality resources accessible to all the children. Staff are effectively deployed working with groups of children and supporting and extending their play.

Staff promote equality and diversity well and ensure that all children are included. Well targeted support for children who are learning English as an additional language help children settle in quickly, gain confidence and develop their basic skills. Visual aids and a visual time table support children with communication difficulties. Children celebrate each other's festivals and traditions. Staff learn key words of different languages and use Makaton sign language to aid communication. A wide range of multicultural resources help children learn about differences between themselves and others. Children with special educational needs and/or disabilities are well supported. Children are encouraged to respond and reflect on God's unique creation, develop an attitude of awe and wonder of the world and respect each other's cultures. A complaints procedure is available should parents and carers wish to make a complaint.

Strong partnerships with the school and a range of external agencies ensure that children receive the support that they need to make progress. The Early Years Team monitors the provision for children who are learning English as an additional language. The setting has a good relationship with parents and carers who comment, 'It is absolutely fantastic', 'completely safe' and 'the children are extremely happy'. Daily informal conversations, termly newsletters and the parents' and carers' notice board keep parents and carers fully informed about their children's progress and the setting's activities. They attend 'Stay and Play' sessions and contribute to their children's learning and development. Rhyme and rhythm sessions inform parents of the importance of singing with their children. Parent and carer consultation sessions provide good opportunities for parents and carers to discuss their children's progress with their key persons.

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

Children happily engage in a range of self-initiated activities. They make good progress towards the early learning goals, particularly in personal, social and emotional development, physical development, creative development and problem-solving and numeracy. Key persons ensure children's welfare needs are well met. They make systematic observations of the children which helps them plan appropriate learning experiences for each child. They track children's individual progress but do not have a clear overview of progress overall. Parents and carers are encouraged to contribute to their children's learning journeys, which show evidence of children's good progress and identify the next steps in their learning and development.

Children develop the 'golden rules' together with their adults and are developing a good awareness of their own safety. They remind each other of the rules and use equipment safely. They learn about road and water safety through role play and stories. They understand the procedures for safe emergency evacuation of the building. Children are encouraged to think and act safely at all times.

Children make healthy choices from a selection of fresh fruit and drink water or milk twice a day. The outdoor area provides good opportunities for daily active physical play. Children also participate in some elements of physical education or dance on a daily basis. Newsletters to parents and carers suggest healthy options for the children's lunch boxes. Children have developed good hygiene habits. Food allergies and medical needs are given good consideration on occasions when food is provided.

Children share trusting relationships with adults and have built strong friendships with their peers. They behave well, share and take turns. They help tidy up and wash up the plates after snacks. Children are encouraged to express their views about the activities at nursery.

Children are well prepared with skills for the future. They are encouraged to be active learners, think critically and ask questions. Constant dialogue with their adults, together with stories and rhymes, help develop children's speaking and listening skills. There are good opportunities for mark-making. A group of children learning English as an additional language enjoyed joining in with the story of Handa's Surprise as they named the different fruits. Children sing nursery rhymes, identify colours and count. They participate in daily sessions to learn sounds and letters and take a book home every day to read. There are good opportunities for developing problem-solving and reasoning skills through number rhymes, games and practical counting activities, cooking activities and simple calculations. Children have access to a wide range of information and communication technology equipment and show good mouse control when using the computer. They develop a good knowledge and understanding of the world as they observe plant growth, life cycles and changes in materials as they make chocolate crispies. The sensory garden offers good opportunities for children to explore their senses. Visitors to the setting contribute to children's understanding of the world. Children explore and increase their understanding of 'fast' and 'slow' as they use percussion instruments to accompany their singing. Strong transition arrangements ensure that children

are well prepared for the next stage in their learning.

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