

St Lawrence's Day Nursery

Inspection report for early years provision

Unique reference number 218492
Inspection date 01/07/2011
Inspector Shirley Wilkes

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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 Lawrence's Day Nursery opened in 1982. It operates from a Victorian building in the village of Gnosall. The nursery serves the local and wider communities.

The nursery is registered to care for a maximum of 62 children at any one time. There are currently 75 children on roll. The nursery also offers care to children aged over five years. The nursery is open from 8am to 6pm Monday to Friday all year round.

This nursery is registered on the Early Years Register and the Childcare Register. The nursery cares for children with special educational needs and/or disabilities.

There are 16 members of staff, 14 of whom hold a childcare qualification to level 3 and two members of staff are qualified to level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children arrive happy and settle very well in the nursery. Systems are in place to ensure that all children's individual needs are routinely met. All staff have a very good knowledge and understanding of the Early Years Foundation Stage. Children benefit from continuity of learning and care because the nursery liaises with parents and other agencies to ensure individual children's needs are met. Successful steps are taken to self-evaluate its provision for children and the nursery demonstrates a good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- support children's understanding of how hygiene promotes good health, particularly in relation to hand washing after nappy changes.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and protected from harm because all staff have a good understanding of their role in child protection. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified, established staff team keep the premises secure and supervise the children at all times. The nursery has robust recruitment and vetting procedures in place. All staff are suitably qualified and vetted. Risk assessments are carried out and regularly reviewed. The manager links accident records to risk assessments and staff conduct daily checks of all areas of the

setting. This ensures a safe environment for children and staff.

There is a good system for self-evaluation, with the views of staff, parents and children being used to identify areas of improvement. These are implemented to improve outcomes for children. All staff take responsibility for what they do within the nursery and show a good commitment to the children and the nursery. This has a positive impact and results in a nursery where the needs of the children are met. All recommendations from the last inspection have been addressed.

The good relationship with parents and carers contributes to children's achievement, well-being and development. The nursery ensures that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents receive good information about the provision. All parents complete a starting booklet about what their child can do and their individual likes and dislikes, with these updated on a regular basis. This information helps staff to have a good knowledge of each child's background and individual needs. Children benefit from their parents' involvement in their learning in the nursery. All rooms within the nursery have a parents' notice board with specific information about the room, key groups and children's activities. Parents are kept informed about their children's welfare, achievements and progress so children are able to continue their learning at home. For example, during show and tell, children are encouraged to share information about their families and achievements at home. Regular newsletters are sent out to parents that highlight themes and coming events. Parents are encouraged to complete questionnaires and are encouraged to use the comments box.

The nursery has developed effective working partnerships with other early years settings some children attend. They have forged links with local schools that children may attend. All staff are focused on helping all children to make very good progress in their learning and development, and in promoting their welfare.

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

Children make good progress towards the early learning goals. Staff provide a wide and varied range of activities that take into account children's individual learning needs. They provide a well-balanced day that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities.

Children arrive eager and ready for their day at nursery where they quickly settle to their chosen activities. Staff in all areas interact positively with the children and ensure appropriate levels of challenge are available. The children develop their understanding of information and communication technology as they complete simple programs on the computer and interact with age-appropriate computer software. Children link sounds and letters by, for example, naming and sounding letters of their name during registration. Children of all ages enjoy story time, joining in their favourite phrases. Children self-register on arrival and find their named coat pegs and name cards at lunch time. Children freely access writing

materials to continue their games and staff encourage children to label their own artwork, which they delight in sharing with visitors.

Numbers and letters are used throughout the nursery, with children using numbers in their play, such as counting when lining up to go outdoors to play. Children discover the wider world as they learn about different countries through tasting food and celebrating festivals. They are becoming aware of their local community when on visits to the shops and the local library. Children are becoming aware of the needs of others through taking part in fundraising events and by contributing to the local carnival.

All children behave well as staff use positive approach suggestions to manage behaviour and act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, to be polite and to be kind and helpful. The nursery is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely with other professionals to ensure that their needs are consistently met.

Babies settle well when left by their parents and demonstrate they feel safe and secure with the staff. Babies enjoy lots of cuddles and attention, and delight in being able to freely access their enclosed outdoor play area where they are able to see the older children playing.

Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. Older children are encouraged to use tissues and dispose of them in the bin. Nappy change procedures are in place, however, children's hands are not routinely cleansed after changes to ensure that the risk of cross contamination is fully minimised. Children benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. Meals are cooked on site from fresh ingredients and children learn table manners and social skills as they sit together for meals in small groups. The older children demonstrate a very good awareness of healthy foods as they talk about their five a day and what is good for them. Children regularly practise evacuation procedures and learn how to use equipment safely. The support and care children receive from staff, and the bonds they are forming with them, enable them to feel secure and safe in their environment.

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