

St. Bernadettes

Inspection report for early years provision

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Inspector	Janet Singleton

Setting address	St. Bernadettes RC Primary School, Abingdon Avenue, Whitefield, Manchester, Lancashire, M45 8PT
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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 Bernadette's out of school facility is a committee-run setting and was registered in 2001. It operates from St Bernadette's school in Whitefield, Manchester. The nursery unit is situated on site, being a separate entity to the playscheme and out of school facility. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery unit opens Monday to Friday during school term times, with the playscheme running for a period of three weeks in the summer break. The out of school club runs during term time only. Sessions for the nursery are from 9am until 12 noon and from 12.30pm until 3pm. Out of school is from 7.30am until 8.45am and from 3pm until 5.30pm. The playscheme operates from 9am until 4pm.

Children are able to attend for a variety of sessions. A maximum of 45 children may attend the setting at any one time. There are currently 28 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 16 members of staff. Of these, 5 hold appropriate early years qualifications at Level 3 and 13 hold Qualified Teacher Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners promote children's learning with success as they make good progress towards the early learning goals. The setting's individual planning supports children in their learning given their age and starting points. The beneficial learning environment is fully inclusive, safe and secure, positively promoting children's independence, exemplary behaviour and understanding of diversity. Organisation of the policies and procedures supports the safe and efficient management of the setting. The involvement of all in the evaluation of the setting means the capacity to maintain continuous improvement is outstanding. Practitioners have excellent relationships with parents and good relationships with others.

What steps need to be taken to improve provision further?

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

- ensure all staff are fully aware of the policies pertaining to the Early Years

Foundation Stage welfare requirements that are in place for the out of school club and playscheme rather than the main school policies.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good and all staff are aware of their responsibility for protecting children from harm. All required vetting procedures have been undertaken, including the Criminal Records Bureau check, to ensure they are suitable to be with the children. In addition, appraisal and training management monitor and support practitioners' ongoing suitability. Practitioners are knowledgeable regarding the Early Years Foundation Stage and plan a curriculum to meet the identified needs of children and build on their interests to keep them motivated and interested in their learning. Resources are of good quality and include some lovely natural wooden equipment and furniture to plan for a calm and relaxing environment.

The management's commitment and enthusiasm in driving improvement and promoting good outcomes for all children is outstanding. By including parents, children and staff in the evaluation they have clear and realistic view of the service they provide. Involvement of the early years advisory service means they are supported in the evaluation of their setting and explore ways to further enhance their setting. The nursery maintains a wide range of documentation, policies and procedures that contribute to the safe and efficient management of the setting. However, it is unclear that all staff in the out of school and play scheme are fully aware of the required policies under the Early Years Foundation Stage as opposed to the school policies. Diversity is fully promoted and children are actively involved in the planning of the setting, being included and involved. They learn about culture and religion as they take part in activities and access resources which reflect the similarities and differences of people.

The highly beneficial and strong relationships formed with parents, for example, open evenings, weekly newsletters, questionnaires and the inclusion in the evaluation of the setting, create an excellent two-way flow of communication. Meaningful partnerships with other agencies and providers, for example, the completion of the transition documentation to support children in their learning and progress continue to support children's progress towards the early learning goals.

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

Practitioners have good relationships with children and support them in making good progress in their learning and development. Through the continuous play provision children actively make decisions regarding their play accessing a good range of activities and experiences across all six areas of learning. Through quality observation and assessments, to which parents contribute, children's learning priorities and interests are identified and planned for. Children are supported in

their learning by skilled practitioners who make good use of open-ended questioning that supports their overall learning.

Children delight in using the information, communication and technology equipment as they demonstrate their developing competence appropriate for their age and stage of development. They are very well behaved, with exemplary behaviour demonstrated as they ask for items, say 'please' and 'thank you' and are polite to each other. They work together and support each other as they take part in the puppet making, threading needles for younger children to enable them to be supported to take part in the activity. This means they are they gaining excellent skills for the future. They enjoy playing on the climbing equipment as they develop their physical skills. They develop their communication skills as they chat to each other, talking about what they have done and the activities they have taken part in. This means children are making excellent positive contributions by involving and respecting each other in their play. They develop their construction and creative skills as they build with the bricks and glue and stick while making face masks and designing their own pictures. They show a strong sense of belonging to the setting as they see their work displayed and have their own space for their belongings. They are confident and have high levels of self-esteem as they ask questions of staff and make requests. This is shown as they demonstrate genuine interpersonal skills in their play with each other. Outstanding relationships are developed with both children and adults as they engage in some lovely chatter about the play, the trips they take part in and the outdoor play provided. As a result, children are valued and their opinions and views are respected.

The practitioners include children in the developing their understanding of good hygiene practices, for example, through books, discussion and planned topics. They enjoy good opportunities for outdoor activities as they develop their physical skills. They feel safe as they confidently move through the setting and seek the support of the staff in their play. Overall, children play and learn in a positive environment in which is conducive to them making consistently good progress 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	1

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	1
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	1
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	1
The extent to which children develop skills for the future	1

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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