

St Matthews Nursery and Pre-school

Inspection report for early years provision

Unique reference number	EY349315
Inspection date	08/12/2008
Inspector	Ann Austen
Setting address	St. Matthews Preparatory School, 100 Park Avenue North, NORTHAMPTON, NN3 2JB
Telephone number	01604 712647
Email	
Type of setting	Childcare on non-domestic premises

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.

Description of the setting

St. Matthew's Nursery and Pre-school reregistered in 2007 and is privately owned. The Nursery is located in the Abington area of Northampton and operates from a single-storey building. The premises are accessed by two steps. All children share access to secure outdoor play area. The nursery is open each weekday from 08:00 to 18:00.

The nursery is registered to care for a maximum of 36 children from birth to under 5 years on the Early Years Register. There are currently 52 children on role. The setting is in receipt of nursery education funding and is able to support children with learning difficulties and/or disabilities.

The nursery employs nine members of staff. Six members of staff including the manager hold appropriate early years qualifications. Three members of staff are working towards a qualification. The nursery receives support from a local authority advisory teacher.

Overall effectiveness of the early years provision

The nursery provides effectively for children in the Early Years Foundation Stage. All children feel welcome and learn to value those that are different from themselves because a positive environment that effectively represents a diverse society is provided. Policies and procedures are effective and inclusive for those children who attend. Staff are continuing to develop their knowledge of the Early Years Foundation Stage learning and development requirements. They are continuing to work in partnership with parents to fully support children's welfare and learning. Systems are currently being developed to continue to reflect and monitor all aspects of the provision.

What steps need to be taken to improve provision further?

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

- provide parents with opportunities to fully contribute towards the assessment of the children's abilities in relation to the starting points in their learning and provide regular information about children's progress and achievements throughout the Early Years Foundation Stage
- continue to develop systems to monitor all aspects of the provision.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the designated person responsible for safeguarding children attends a child protection training course (W1 Safeguarding and promoting children's welfare)
- ensure that fresh drinking water is available to

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children at all times (W1.2 The provider must promote the good health of children)

- continue to develop staff knowledge of the learning and development requirements, and ensure that observations are used to assess and plan the next steps of the children's learning against the expectations of the Early Years Foundation Stage development matters and early learning goals (W2 Suitable People).

31/03/2009

The leadership and management of the early years provision

Records policies and procedures which are required for the safe and efficient management of the Early Years Foundation Stage are in place. Records are stored securely and confidentiality is maintained. Recruitment and vetting procedures ensure that adults looking after children are suitable to do so. Room leaders have appropriate qualifications and management supports unqualified staff to attend training to obtain relevant qualifications. Systems to evaluation the quality of the provision and the care, learning and development of the children are continuing to be developed. Inclusive practice is promoted to ensure that children's welfare needs are met. Children have equal access to the range of play equipment and resources which reflect positive images of diversity.

Management and staff regularly check the premises, equipment and resources to ensure that hazards are kept to a minimum. They ensure that children are protected because satisfactory safeguarding procedures are in place. However, the person designated to take the lead responsibility for safeguarding children in the setting has not attended a child protection training course. Sufficient staff have up-to-date first aid knowledge and procedures are in place in the event of accidents, for the administration of medication and if children are unwell.

Parents are made to feel welcome at the setting. Written policies and procedures, including the complaints procedure are available to parents. Systems are currently being developed to ensure that children are assigned to a key person. Settling in procedures help children feel settled and secure. However, parents do not have sufficient opportunity to fully contribute towards the assessment of the children's abilities in relation to the starting points in their learning. Information about the care of the children and their routines is shared each day through a daily communications book. However, information about children's progress and achievements is often limited.

The quality and standards of the early years provision

Staff are continuing to develop their knowledge of the Early Years Foundation Stage. However, some staff are less secure and confident in the delivery of the programme. As a consequence children's learning and progress is potentially compromised in some areas of the nursery. Systems are continuing to be

developed to record each child's achievements and interests against the six areas of learning. Staff make observations of the children. However, they are not always used effectively to assess and plan the children's next steps in their learning against the expectations of the Early Years Foundation Stage development matters and early learning goals. Babies enjoy exploring using their senses. They cuddle soft toys, listen to sounds on the musical activity centre and post shapes into the shape sorter. Children enjoy manipulating the dough and handling rice in the water tray. However, some staff do not always sufficiently interact and communicate effectively with the children to fully extend and develop their ideas. Children in the pre school room are confident in the staff's care. They are developing social awareness and a growing ability to share and be co-operative. Children speak confidently as they describe their experiences. They enthusiastically sing songs, count with growing confidence, recognise their own names and are learning to write their names using recognisable letters.

Children are cared for in a safe environment. They are beginning to develop an understanding of dangers and how to stay safe. For example, children learn how to handle scissors safely. Children have daily opportunities to get fresh air and are able to rest and sleep according to their needs. They enjoy being physically active as they run, manoeuvre wheeled toy and roll hoops in the outdoor play area. They go on walks and enjoy swimming lessons at a local pool. Children's individual dietary needs are acknowledged and met. They enjoy freshly cooked meals such as chicken and potato pie, pasta dishes, salad and fresh fruit which activity promotes children's growth and development. However, fresh drinking water is not always available to the children. Hygiene procedures are secure throughout the nursery which helps to prevent the spread of infection.

Children are generally well behaved. They are learning to be kind and caring towards each other and to take responsibility for their actions. Older children work together to formulate their 'classroom rules' and staff help children understand why rules exist. Children are beginning to develop a positive view of society and the wider world. They visit places within in the local community, delivery harvest gifts to local residents and celebrate festivals. Children are developing satisfactory skills to be active learners and as a result are making satisfactory progress in communicating, literacy and information and communication technology.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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