

St Paul's Nursery

Inspection report for early years provision

Unique reference number

EY356600

Inspection date

19/09/2011

Inspector

Jan Healy

Setting address

St. Pauls Church, Parish Office, Crawley Ridge,
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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. Paul's Nursery is a privately owned nursery which opened in 2007. It operates from St Paul's Church on the outskirts of Camberley town centre in Surrey. The nursery is registered to care for 24 children at any one time between the ages of two years to under eight years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are accommodated in the church hall. There are toilet facilities and a kitchen to which children have no access. There is a fully enclosed outdoor play area. The nursery serves families from the local community and surrounding area. There are currently 25 children aged from two years to four years on roll. The nursery receives funding for the provision of free early education for three- and four-year-olds. The group welcomes children with special educational needs and/or disabilities and those who learn English as an additional language. Children attend for a variety of sessions. The nursery operates Monday to Friday between 9.30am and 12.30pm during school term times. There are five members of staff who work with the children, of these one holds a teaching qualification; one is qualified at level 3 and three members of staff hold a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning, due to the support of the dedicated and committed staff. The manager drives improvement and evaluation well, making for a continually improving provision. In general, the staff have effective partnerships with parents and others to ensure each child's needs are met. On the whole, record keeping supports children's learning and welfare well and the majority of records are readily available for inspection.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection for example, to fully demonstrate suitability of staff (Documentation) 15/10/2011

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

- develop and support children's use of English by using their home language when appropriate and consider other ways of aiding communication for children who learn English as an additional language.

The effectiveness of leadership and management of the early years provision

The staff are knowledgeable about protecting children's welfare, which helps them to identify a child at risk and take appropriate action if needed. They attend regular and relevant training and promote links with key agencies. The staff aid the children in becoming safety conscious to promote their feelings of safety. They share a warm relationship with the children who are confident to approach them when in need of support. All staff are appropriately vetted to ensure their suitability although the records to fully demonstrate this were not available at the time of the inspection, which is a breach of a specific legal requirement.

The manager is extremely dynamic and creates a positive learning environment where the children are inclined to participate in all activities that help to further their progression. She has a clear vision about the improvements she would like to make and the well articulated aims are achieved in practice. For example, by designing a way to inform the parents about the activities the children have taken part in. She is skilful in working well with her team who have high respect for her authority. She expects commitment, setting realistic targets to maintain continuous improvement through an effective method of self-evaluation. The parents, all staff and children are encouraged to make suggestions for improvement, helping to provide an accurate diagnosis of nursery weaknesses that require addressing. Effective use of resources supports the children's learning and development well. The environment is conducive to learning and is safe. The children are learning to care for their toys and resources to ensure sustainability.

The staff have a good knowledge about the children's background and needs, as they work in effective partnership with the parents. Currently, however, they do not provide opportunities for all children to develop and use their home languages in their play and learning, to help in the settling-in process. The staff are committed to furthering the progress of the children who have additional needs to ensure they receive equality of opportunity.

The staff have a highly positive relationship with the parents who are extremely complimentary about the nursery. For example, they report that they are 'very happy,' the staff are 'experienced, capable and competent', and 'are very caring'. The staff regularly request parents' views via questionnaires, with parental ideas being acted upon, such as the wearing of name badges. Parents are kept well informed about their children's achievements and have easy access to the learning journals. The staff have a very good relationship with the teachers from the local school, who visit the children in the nursery, to aid transition. The staff also liaise well with other providers who deliver the Early Years Foundation Stage to encourage consistency of care.

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

The staff have a good knowledge of the Early Years Foundation Stage framework, resulting in the children making strong progress in their learning. The staff plan a wide range of interesting and purposeful activities that challenge the children's

thinking, such as making an aeroplane that can fly when taken into the outdoor play area. The staff are aware of the children's stages of development as there is an effective key person system in place; consequently, they know the children extremely well. Sensitive observations are made of the children whilst at play to gauge their level of attainment and allow the staff to plan for their next steps in learning. Visitors to the nursery, including the local fire brigade, aid the children's understanding about the roles of the adults in their community.

Children learn about problem solving and numeracy as they weigh and measure ingredients when baking jam tarts, whilst learning to make skilful use of a rolling pin. They sing counting songs and rhymes and confidently show visitors how they use an abacus to help in their learning to count by rote. The children behave very well and cooperate with each other; for instance the older children aid the younger ones in putting on their outdoor clothes when going into the garden. They make a positive contribution when helping to organise snack and a child takes responsibility in ringing a bell to inform the children that the snack bar is open. The children are developing their skills for the future as they are learning to resolve problems for themselves; this includes the fitting of a cover on the outdoor sand tray, which was a collaborative effort.

The older children in particular show a good awareness about what constitutes a healthy lifestyle. They grow vegetables in the garden, such as runner beans. This helps the children to choose healthy foods. They are very proud of their achievements when the beans are ready to eat, and they share their crop with their friends during snack. The children adopt healthy habits, including the using paper tissues for blowing their noses, which they discard after a single use. They are learning to maintain their own safety, for instance, to sit properly on their chairs to prevent injury. Due to the close relationship they share with the staff, the children feel safe and secure.

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