

St Michael's Children's Centre

Inspection report for early years provision

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Inspector

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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 Michael's Nurture Nursery was registered in 2011. The provision operates from St Michael's Children's Centre, which is part of St Michael's primary school in Bedworth, Warwickshire. Children play in two classrooms and all children share access to a secure outdoor play area. Operational times are all year round, Monday to Friday, from 8.45am to 3.30pm.

The provision is registered on the Early Years Register and a maximum of 40 children may attend at any one time. Of these, 24 may be under two. There are currently 35 children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The setting is also registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

A team of six staff and 11 bank staff care for the children and all hold early years qualifications ranging from level 3 to level 5 in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting makes excellent use of resources to support children to make good progress in their development. Partnerships with parents and other professionals are outstanding and contribute to ensuring children's individual needs are identified and met. An extensive range of policies and procedures, most of which are robustly implemented, demonstrate a strong commitment to the welfare of all children. Leaders, managers and all adults communicate ambition and drive and secure improvements. This provides a strong basis for continual improvements in outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers all things that children come into contact with, in this instance small stones used for play purposes
- develop further the strategies in place to support children and their families for whom English is an additional language.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is effectively promoted and protected. Robust policies and procedures are in place to ensure all adults have a strong understanding of their legal duties and responsibilities with regard to child protection issues. This includes ongoing in and out-house training programmes. This ensures all

appropriate action is taken to safeguard children. Rigorous and robust vetting, induction and ongoing monitoring procedures are in place to ensure all adults working with children are suitable and well qualified to do so. Effective measures are taken to ensure the safe arrival and collection of children and the premises are kept secure at all times. Yearly risk assessments are conducted and daily checks are made to ensure the environment is safe. However, the risk assessment does not include small stones that are used for children's play. This does not ensure any potential hazard to children has been fully identified and minimised.

The setting provides an inclusive service and warmly welcomes all children and their families. Each child is recognised for their uniqueness and supported to make good progress, taking into account their starting point and capabilities. The setting is part of a Children's Centre and has established outstanding partnerships with other professionals and other agencies. As a result, the setting is able to offer funded placements to families in the local community. These partnerships also contribute to ensuring the individual needs of children with special educational needs are identified and effectively supported. This exemplary multi-agency working also results in the setting being able to offer outstanding support to parents and provide precise ways parents can support their child's learning, for example, using enhancing children's language workshops. Strategies are being developed to support children for whom English is an additional language. They include adults using some words of children's home language in the setting. However, this area of support has not yet been fully explored. Adults encourage all children to learn to value differences and diversity through activities and sharing information. For example, photographs of children and their families are prominently displayed around the setting. Adults have a good understanding of the importance of recognises and planning for children's individual preferences and interests. Outstanding use of resources supports children to make good progress in their development. For example, all resources are organised to promote inclusion for all and to motivate all children to investigate and explore and become active learners. The outdoor environment is linked to the indoor environment to support children who prefer to learn outdoors, and funding has been secured to further enhance this provision.

The capacity of this setting to maintain continuous improvement is very strong. Adults are highly motivated and are aiming high to develop their skills and provide the best possible care for children. As a result, the setting has a clear vision for best practice, with specific action plans in place that are driving through improvements for the benefit of the children. For example, in order to help to prepare children for their transition to nursery school, the setting ran play sessions in the nursery school during the school summer break. Parents' written evaluations demonstrate that children became familiar and confident in the new environment, which helped them to settle well in their new environment at the start of the autumn term. Plans are also ongoing to improve systems to monitor children's progress and are cohesive with the nursery school to aid continuity of learning and maximise support for children's individual learning needs.

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

Children make good progress in their learning and development because adults have a strong understanding of the Early Years Foundation Stage. Exceptional arrangements are in place to work in partnership with parents and other professionals in order to help to settle children into the setting. For example, key persons make home visits and spend time playing with children and exchanging information with parents before admission. This process helps children to become familiar with an adult in the setting and some of the resources in the setting. It also ensures activities and experiences are based, from the very start, upon children's abilities and interests, which effectively inspires them to become active learners. Regular observational assessments are made and used to help adults to identify child's next steps in learning. This information is used to inform planning and to monitor and evaluate the progress children are making.

Children are effectively supported to develop their skills for the future. Their communication skills are particularly well supported. The environment is rich in print, signs and labels and books so children can develop an interest and understanding that print carries meaning. Children develop a keen interest in exploring and experimenting, with mark-making activities that are introduced at a very early age through fun and sensory activities. For example, children become absorbed and show delight in making patterns on the floor in the outdoor area using water and a funnel. They watch the traces of dripping glue and feel and smell the glue as they use their hands to make a print of glue. Adults are skilled in encouraging emerging vocabulary through naming items as children play. They repeat words back to children and sensitively demonstrate pronunciation and ordering of words. They talk to children about things that they know children are interested in and spend time listening to their responses and ideas. Everyday resources are used exceptionally well to ignite children's interest in sound and rhythm. Adults effectively capture opportunities to extend vocabulary and interest in shape, measurement, position and number whilst children play, for example, when they are completing simple jigsaws. They ask the children simple questions that encourage them to recall and express their wishes, for example, asking them which fruit they would like for snack. Children's interest in technology is fostered well. They learn to operate and use the computer to make and print out pictures. A varied range of simple technology resources encourage younger children to explore and investigate, push, pull, turn and press and watch with enjoyment the effect of their action.

The organisation of the learning environment is exemplary and effectively supports children's independence and curiosity to become active learners. Children's opportunity to move freely between indoors and outdoors and the range of equipment in both areas, means children are supported to make good progress in all areas of their learning regardless of where they prefer to play. Children play imaginatively and creatively and throughout all activities they are encouraged to be inquisitive and to think and learn independently. This approach supports all areas of learning. Every child's welfare needs are given close attention. Children receive high levels of adult attention. They develop warm and caring relationships with the

adults and other children in the setting, which help children to feel safe and secure. Children are supported to behave very well and learn to share, take turns and to begin to respect the needs of others. Good hygiene practices in the setting help to minimise the risk of spreading infection. Children begin to learn the importance of good personal hygiene, such as, by washing their hands. They have good opportunities to be active and develop their physical skills through a varied range of activities in and outdoors, including digging for mini-beasts, throwing balls through hoops, balancing and climbing on large wooden bricks and riding small wheeled toys.

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	1
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	1
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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