

St Richard's School Nursery Unit

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Richard's Nursery School Unit is a committee run group and opened in 1997. It operates from a purpose built building in the grounds of St Richard's Primary School and is situated in a residential area of Chichester, West Sussex. It serves the local and surrounding area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children from two to the end of the early years age group may attend at any one time. There are currently 40 children on roll and the setting receives funding for nursery education. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The provision opens Monday to Friday term time only from 8:45am till 3:15pm and children attend for a variety of sessions. The provision employs seven members of staff, all of whom hold appropriate early years qualifications. The group has established extremely close links with the Primary School.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is extremely well organised but offers the children and their families a homely environment. Passion and commitment disseminates from the leader to provide a highly positive atmosphere. There is an excellent level of opportunity for child-initiated learning in most parts of the day which is effectively supported by staff. Evaluation and reflection of the setting is robust and achieved at every level. Through action plans and critical analysis the setting ensures they evaluate effectively and therefore will continue to drive improvement within the setting and raise outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increasing opportunities for children's independence at snack time

The effectiveness of leadership and management of the early years provision

Safeguarding is of highest priority to all staff. They have a good awareness of the correct procedures they must follow if they have a concern about a child's welfare and the leader acts as the designated person for this role. Parents are fully

informed of the setting's commitment towards the protection of children and robust systems are implemented when there is a change to collection arrangements. Clear and effective systems have been developed to ensure all staff are and remain suitable to work with children. Through comprehensive induction processes new staff feel supported as they learn the systems and procedures of the setting. Comprehensive risk assessments are completed with reviews of the accident book and evacuation practices to maintain children's safety. Accessibility plans are used to ensure the ongoing suitability of the premises to meet the needs of all children.

The leadership within the setting is extremely strong. Leaders are enthusiastic about the continual development of all aspects of the nursery and work collaboratively with the staff team, supporting them to achieve the high standards they strive for. Morale amongst the staff team is high and staff are enthusiastic in their work. Evaluation is used in all aspects of the nursery and action plans are used to identify improvements and assess the impact on the children. Through a variety of systems parents are also encouraged to be reflective of the setting. Staff continually discuss and attend relevant training which is shared with the whole team to implement consistency for the benefit of the children. As a result, outcomes in children's achievements and well being are high. Reflection and evaluation is also robust with regard to the resources and equipment within the setting to ensure it continues to superbly support children's development. Recently staff have focused on the successful development of the outside area. Staff skilfully use the interest of children especially when they first start to enable them to feel settled and relaxed. Even their favourite television characters are applied to parts of the curriculum to offer reassurance and promote involvement. The setting also takes well considered steps to ensure the resources and environment are sustainable. They promote the use of home grown items and using recyclable materials such as transforming everyday items into musical instruments.

The staff are committed to supporting and developing each child given their own capabilities. Through the sharing of effective positive strategies with others, the setting is not only ensuring children make strong gains within the setting but also continue to be supported as they move on. Diversity amongst the families within the setting is strongly valued. Parents are involved in helping children learn about others through voice recordings and adding to the variety of written text within the setting. The setting is highly committed to working in partnership with not only the parents but also many outside agencies and other settings children may attend who are also delivering the Early Years Foundation Stage. The links with the school are highly productive to help all children make a smooth transition. All parents are valued and encouraged to share what they know about their child. Many parents comment on how successful their child's time in the setting has been; they too feel supported by the nursery with extensive general information available to them as well as tailored guidance on how they can support their child's learning. Some parents comment on how they feel the staff go 'above and beyond' to help their child. Therefore the highly positive relationships with all groups of parents and others, fully supports the individual needs of each child.

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

Children are motivated and eager to be in the setting, with many entering without a backward glance to parents. Although a predominantly younger group, most are highly independent as they remove outdoor clothing, self register and set about choosing their activities. Children are highly stimulated and demonstrate an eagerness to investigate and explore. They play a dynamic role in their learning and wherever possible, offer their ideas for example, as they use tape measures to compare heights developing mathematical language. Relationships are very strong at all levels; children respect and support each other in play and independently seek out the sand timer to help them wait their turn for popular equipment. Throughout the day there is a calm, yet stimulating atmosphere across the nursery. Children are extremely focused on their chosen tasks after their initial seeking out of resources. They demonstrate ownership of the setting, knowing where to find additional resources and self select indoor or outdoor play. Children are developing incredibly well and making significant gains in all areas of learning. This is mainly due to strong leadership in the quality of teaching which is role modelled by other staff members. Key persons have a very good understanding of the progress being made by individual children and areas they are helping them to progress in. The leadership team are developing the confidence of some staff members and monitoring the quality of the teaching being delivered. Systems in place for observations and planning of future activities are simple, yet highly effective and understood by all staff members.

All children show a strong sense of security and feel very safe within the provision. Through activities they become involved in they are encouraged to identify risks for themselves giving them transferable skills for the future. For example, they know the correct way in which to use torches. They are heavily involved in risk assessing and take responsibility in informing others of temporary hazards and what action they need to take. Children show an excellent understanding of following good hygiene procedures and independently wash hands before snack without reminders. Snacks and cooking activities are varied and healthy and often include resources grown within the nursery garden such as fruit from the trees or vegetable patch. Children make their own choices of what they would like to eat from that which is prepared by the staff. Highly innovative ideas in the outside space encourage children to do a lot of their learning outside. The transformation of everyday objects into musical instruments is awe-inspiring and exciting to children. The rich, vibrant opportunities for learning about their natural environment, developing physical skills and opportunities to investigate motivate children to be outside.

Through the quality of teaching and excellent resources children are developing the skills they will need to secure future learning. All children, including many who have English as an additional language are developing strong communication skills. Children have a very good understanding of technology. They navigate themselves around the computer, investigate with light sources, binoculars and magnifying glasses or use the computer or head phones to enjoy stories and singing. With innovative ideas such as the voice recorders on the nationality board children are

able to press buttons to hear their peers and parents speaking in their first language which continues to excite children about technology. Children show extremely high levels of confidence and self esteem and throughout the day the behaviour of all children is exceptional. As staff introduce new children to the group they are able to offer support. All children are valued and challenged on an individual level allowing each of them to make a positive contribution to the setting.

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?	1
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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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

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