

# St Agnes Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY413534

**Inspection date**

27/06/2011

**Inspector**

Lynne Pope

**Setting address**

School House, Rosedale Road, RYTON, Tyne and Wear,  
NE40 4UN

**Telephone number**

01914134822

**Email**

stagnesnursery@yahoo.co.uk

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St Agnes Day Nursery opened in 2010 and operates Monday to Friday from 9am until 3pm for 38 weeks of the year. Children are able to attend for a variety of sessions. The breakfast club is open from 7.30am until 9am and the after school club is open from 3pm until 6pm, for 39 weeks of the year. The holiday club is open for all school holidays except for the last week of the summer holiday and for two weeks at Christmas. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 33 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 33 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery manager has an honours degree in Primary Education, has attained Early Years Professional Status and has a post-graduate certificate in Early Years Practice. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's excellent knowledge of each child's individual needs ensures that all aspects of children's welfare and learning are promoted with great success. The highly-motivated staff ensure that they offer a service that is open and accessible to all. Children are cared for in a very safe and secure environment and most records are in place to meet requirements. The effective partnership with parents and other providers ensures that they communicate well to put the children's needs first. Successful steps are taken to self-evaluate the provision for children, and the nursery demonstrates a confident capacity to make continuous improvement.

## What steps need to be taken to improve provision further?

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

- keep written records of all medicines administered to children (Safeguarding and promoting children's welfare). (also applies to both parts of the Childcare Register)
- 27/06/2011

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

- develop the recruitment process further by considering applicants' medical suitability.

## **The effectiveness of leadership and management of the early years provision**

Priority is given to children's welfare. Staff have a good understanding of policies and procedures, which are regularly reviewed and implemented well. In particular, they have a clear understanding of the action to be taken should they have a child protection concern. Children are further safeguarded by the setting's effective recruitment, vetting and induction procedures, which help ensure the suitability of staff who work with the children. However, the recruitment procedure does not include assessment of a prospective employee's medical history. Staff's ongoing suitability and learning needs are identified through the manager working closely with them and carrying out annual appraisals. They are deployed very successfully throughout the provision to ensure children's safety, with thorough measures taken to cover staff absence. The staff team work extremely well together, supporting each other to ensure consistency of care for individual children. Mostly clear procedures ensure that non-prescribed and prescribed medication is administered in accordance with the wishes of parents, and the staff are able to clearly explain procedures for dealing with medication. However, records have not always been accurately maintained following the administration of medication. This is a regulatory requirement. Detailed risk assessments are carried out to provide a very safe environment.

Staff have good quality systems in place to evaluate the strengths and weaknesses of the provision. They work very closely with the local authority advisory teachers and development officers regarding quality levels. They are currently taking part in a local authority quality programme, which has helped them to identify areas for future improvements in an action plan. This is frequently reviewed and updated through staff and board of directors' meetings, which results in them successfully identifying weaknesses. Staff demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training. For example, courses have been attended for play outdoors and observation and assessment through play. Each child is recognised for their uniqueness, and staff encourage all children to learn to value differences and diversity through activities and sharing information.

Staff have established positive relationships with parents. A good level of information is gathered from parents at the outset to support children when settling in and to enable staff to respond well to their care needs. Parents are kept well informed about their child's time at the nursery and how the setting is run through a wide variety of methods. They have access to their child's activity record at any time and pass on information about what their child has done at home so that staff can incorporate it in their assessment of the child's development. Parents receive newsletters in paper format or by email and the week's activity plans are posted on the setting's website so that parents can see what activities children will be able to enjoy. Parents have been involved in the evaluation of the nursery through questionnaires. Their responses are analysed by the manager, who is then

able to address any concerns that might have been made and implement any suggested improvements. Parents commented enthusiastically at the inspection, stating they were very happy with the standard of care and learning that their child receives. Successful procedures are in place for the setting to liaise with other agencies that are involved with children and with other provisions that a child might attend. This includes effective procedures to link with local schools, nurseries and childminders.

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

Staff plan and organise the systems to ensure that every child receives an extremely enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Consequently, children have the opportunity to participate in an excellent range of activities and experiences. The staff are able to plan and promote their individual development and learning requirement, with great success. Activities are clearly based on children's interests. As staff observe the children they note their interests and then incorporate them into the following week's plans. A clear assessment for each child shows how they make progress against the learning outcomes. Staff plan what resources to have out with care and take account of each child's interests and learning needs.

From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. Through their interaction with the children, the staff draw out learning and ensure appropriate levels of challenge are available for all. Children's social skills and ability to communicate with others are rapidly enhanced so that they are developing the underpinning skills needed for their future success. At circle time they are encouraged to recall what they have done during the session. They take it in turns as they pass a puppet around. Children know it is their turn to speak when they are holding the puppet. Children learn how to use Makaton sign language so that those with limited speech skills are included as staff sign along with what they say. During painting activities, children give meaning to the marks that they make. For example, a child says that he has painted a shark which then turns into a diver. Children have excellent counting skills as they use them spontaneously and accurately during their play. For example, they count clearly up to 17 while the other children go and hide. Exciting opportunities develop their curiosity and interest in the features of living things. They are observing how caterpillars have changed into chrysalis and are waiting for them to turn into butterflies. When a dead bee was discovered they examined it under a magnifying glass, noting that it had four wings and little hooks on the end of its legs.

The premises are well maintained and attractively presented to help children settle happily. Displays of their work, photographs of activities and age-appropriate resources which are easily accessible create a child-friendly environment which helps to develop children's independence. During the session the door to the garden is left open so that children can choose where they want to play. Outdoors they push themselves around in the car, paint at the easel and develop physical skills as they climb on the new climbing frame. In particular, they enjoy playing in

the water as they fill containers and pump it around. They float toys and push them along the water channel. Staff promote healthy eating and provide appropriate types of food, taking account of children's dietary needs and preferences. Resourceful methods are used to develop understanding as they are encouraged to become extremely independent at snack time. Snack is set out on a table in the room and the children choose when they would like to have some. They select what fruit they would like and pour themselves a drink of water or milk. All children are starting to develop their awareness of diversity through activities and resources. They access a wide range of resources to help them positively explore and value differences and similarities in the wider world through stories, projects, festivals, food, music and visitors.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 27/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 27/06/2011