

St. Mary's Nursery

Inspection report for early years provision

Unique reference number

EY262363

Inspection date

11/11/2011

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 Mary's Nursery was registered in 2003 and is run by the Governing Body of St Mary's College. The provision operates from within the grounds of St Mary's College in the Shear Brow area of Blackburn. The provision serves students who attend the college and families from the local and wider community. The provision is open Monday to Friday from 7.30am to 6pm all year round except for bank holidays and a week over the Christmas period. Children are cared for in designated areas and a secure outdoor play area is available to all the children.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 58 children under eight years may attend the provision at any one time. Of these, no more than 18 may be under two years of age. Currently, there are 107 children on roll, all of whom are in the early years age range. This includes 33 children who receive funding for free early education. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 18 members of staff who care for the children, of whom, one has early years professional status, five hold early years qualifications to level 6 and three are currently working towards a level 6. Of the remaining staff, the majority hold level 3 qualifications, with one member of staff working towards a level 2. The provision is a member of the National Day Nursery Association and they receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and make rapid progress towards the early learning goals in this highly effective and fully inclusive provision. Children are valued as unique individuals. The excellent partnership with parents, carers and other agencies ensures their welfare and learning needs are very successfully met. Children are effectively safeguarded because staff are extremely professional and implement comprehensive procedures rigorously. Evaluation is an ongoing process and the management team, in consultation with staff, parents, carers and children, constantly reflect upon their practice. They very successfully identify areas for further development, demonstrating an outstanding capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- developing the lunch time routine to provide more opportunities for children to practise their self help skills.

The effectiveness of leadership and management of the early years provision

The safety and welfare of children is given high priority throughout the provision. Most staff have undertaken additional safeguarding training and have an excellent knowledge and understanding of the comprehensive policies and procedures. Robust risk assessments are completed for all areas and daily safety checks take place. Managers are extremely vigilant about checking and supervising any visitors to the provision, which successfully promotes children's safety. Highly effective recruitment and employment procedures are in place to ensure all staff are suitable to work with children. Induction, mentoring and ongoing support and development opportunities are outstanding. The whole staff team is enthusiastic and highly motivated, they work together effectively as a team because they feel valued. This is demonstrated by the large number of staff who choose to undertake additional professional qualifications. As a result, they provide excellent care and education for children. Staff have great enthusiasm and show an outstanding commitment towards their involvement in the self-evaluation process in order to bring about continuous improvement.

A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice for all children and their families. Staff have an exceptional knowledge and understanding of individual children and as a result, their unique needs are very successfully met. Staff have established superb relationships with parents, carers and other professionals. This ensures that children with special educational needs and/or disabilities and children with English as an additional language are extremely well supported.

Staff keep extensive records of children's progress, which include children's interests and the next stage in their development. This information is used effectively to ensure that a captivating and stimulating indoor and outdoor environment is provided for the children. As a result, children are quickly learning how to be healthy and safe. They are inquisitive learners with a positive attitude and a desire to participate in a challenging range of activities.

Excellent systems are in place to ensure continuity of learning and care is provided as partnerships with other professionals, parents and carers is exceptional. Staff discuss every aspect of their child's learning and development with parents. They provide them with an extensive wealth of information through wonderful displays and photographs throughout the provision. Staff offer outstanding support and guidance to enable parents and carers to be effectively involved in their child's learning and achievements. Highly innovative activities are provided for parents to complete with their children at home which extend and consolidate their understanding and learning. For example, attractively decorated sheets of paper are available for parents to work with their children on recognising their five favourite fruits and vegetables. Parents and carers comment on their appreciation of the staff's commitment and support to them and their child's welfare and

education.

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

Staff have an extensive knowledge and understanding of the Early Years Foundation stage. They organise the space and resources within the indoor and outdoor areas with great skill, offering an extremely wide choice of experiences and interests. This ensures that children receive an exciting, rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play.

Babies and children make significant progress in their personal, social and emotional development because staff establish very positive relationships with them. They are warmly greeted and nurtured by staff who know them well. They snuggle into staff for reassurance and comfort, clearly demonstrating that they feel safe and secure. Staff throughout the provision make excellent use of praise which effectively enhances children's confidence and self-esteem. They provide excellent resources which enhance children's communication, language and literacy skills. Children access an extensive selection of books and develop their dexterity as they use one handed tools, such as, paint brushes, glue spreaders and scissors efficiently.

Children's creativity is very well fostered through excellent access to a substantial range of role play equipment, construction toys and small world resources. They also have access to an extensive range of media, such as chalks, paint, sand, water and dough. They enjoy many opportunities to design and make objects using recycled materials and relish using copious amounts of glue in their creations. Staff take every opportunity to foster and develop children's technology, problem solving and mathematical skills. They ask children open ended questions which help them to think and reason. For example, 'why does he look sad?' The older and more able children confidently write their names on their work. They are extremely competent in recognising numbers and letters. They count in everyday situations and many children demonstrate excellent listening and concentration skills. They use cameras, programmable resources and the computer competently and confidently. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. As a result, children exhibit excellent skills for the future.

The provision focuses heavily upon promoting the children's emotional and physical health and cultural diversity. They embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals. They are developing an excellent understanding of difference and helping others as they participate in charitable activities. They learn to take care of their environment as they recycle, collect litter and collect bottle tops to ensure the birds don't eat them.

Healthy life styles are very well promoted through an extensive range of activities. For example, children are encouraged to be active. They enjoy being outdoors and

have great fun in the vibrant and stimulating areas. Here they are able to develop skills in coordination as they climb, run, balance and slide. Children learn about where food comes from as they visit the green grocer and grow vegetables and fruit in the garden. Their understanding of healthy eating is further endorsed by well balanced and nutritious meals and snacks that are freshly prepared. Children know how to adopt good personal hygiene as they competently keep their noses clean and wash their hands. Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe as they practise how to evacuate the building in an emergency.

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