

St Wilfrid's Nursery

Inspection report for early years provision

Unique reference number EY419431
Inspection date 15/11/2011
Inspector Kathy Leatherbarrow

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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*.

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Description of the setting

St Wilfrid's Nursery Ltd has been registered since 2010 and operates from within St Wilfrid's Roman Catholic Primary School in Longridge, Preston. The nursery has use of a classroom and a large hall as well as an outdoor play area, toilets and kitchen. It is open each weekday from 9am to 3.30pm, term time only.

The nursery is registered on the Early Years Register. A maximum of 25 children may attend the nursery at any one time. There are currently 44 children aged from two years to under five years on roll, some in part time places. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are six members of staff, all of which hold early years qualifications to at least level 3. The nursery provides funded education places for three- and four-year-olds. They are a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A well-developed knowledge of children's individual needs ensures staff successfully promote children's welfare and learning. Children are suitably safe and secure, although, documentation lacks required detail in part. There are strong partnerships with parents and partnerships with other providers of the Early Years Foundation Stage are developing. As a result, children progress well in their learning. Regular self-evaluation, using a range of sources, ensures priorities for development are identified and the nursery makes good progress.

What steps need to be taken to improve provision further?

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

- ensure the risk assessments record when and by whom they have been checked (Premises, environment and equipment) 22/11/2011
- maintain and update children's records to include addresses and names of who has parental responsibility (Documentation). 22/11/2011

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

- use systematic observations and assessments of achievements more effectively to identify clear learning priorities and plan motivating learning experiences for each child, linking these to the expectations of the early learning goals

- ensure effective continuity and progression for children who attend more than one setting by sharing relevant information with each other.

The effectiveness of leadership and management of the early years provision

Children are sufficiently safeguarded. Staff have a good knowledge of the indicators of abuse and the procedure to follow should they have a concern about a child. Recently updated written procedures are in place and well understood by staff. Risk assessments are carried out regularly and a record kept, although, they do not record when and by whom they have been checked. Daily checks are also carried out and hazards rectified. Required documentation is all in place and in order. Some information on the children's records is missing, including address' of all parents known to the setting and information about who has parental responsibility. An updated form has been devised, including all required information, although, this has not yet been distributed.

The setting is very forward thinking. There is a clear vision for the nursery which is held by staff, parents and the children, all of whom are invited to make suggestions. Changes have been made since registration and the staff team are very enthusiastic. Regular training is attended by all staff and they fully participate in the appraisal system.

Children play in bright and airy play spaces. They move freely amongst the areas and there is a free flow of activity inside and out. Children self-select from a good range of resources which are available in low-level storage and organised into separate areas of learning. Walls are adorned with examples of children's creations and there are displays of children's favourite activities. This gives them a sense of belonging. The outdoor area is very well used with spaces for all children to use push-along and sit-and-ride toys, climb on the climbing frames and plant vegetables. Staff are well deployed and children enjoy a good balance of free play and adult-led activities.

Parents enjoy good relationships with the nursery. They receive information about the setting during the very flexible settling-in process and regular updates through the weekly newsletter. Their views are valued and used to inform the evaluation process. Information about their children is shared regularly and they are invited to make comments. Parents are included in everyday nursery life through, for example, a parents page on the newsletter that includes examples of activities that they can do at home with their children including suggestions about story telling, in the kitchen, out and about and what children have the opportunities to learn. This ensures they are fully included in the learning process and their child's individual needs are fully met. Some information is shared with other providers of the Early Years Foundation Stage and there are good links with other professionals to ensure children's specific needs are effectively met.

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

Children thoroughly enjoy their time in the setting and make sound progress in their learning and development. They are confident and happy to leave their parents and mix well with their peers and staff. There are high standards of behaviour throughout the nursery with manners encouraged at all times. Children are polite and considerate to others and staff are good role models. Children behave safely and willingly share the toys. There is a calm and industrious atmosphere and staff question children to reinforce or challenge their understanding. Children are very independent and staff support them to make choices throughout the day. Children know and understand the rules in the setting and patiently wait before being taken to access the outdoor play area.

Children enjoy healthy snacks and meals and enjoy sampling fruit and vegetables grown in the nursery garden. Menus are shared with parents regularly. Children are reminded to wash the germs off their hands prior to eating and after toileting and regularly access tissues to blow their noses. They are physically active on a daily basis and the outdoor area is very well used by all of the children. They competently use smaller tools during craft activities and are appropriately supported with the use of scissors.

Children's progress is monitored through detailed observations, from which some next steps are identified and linked to the Early Years Foundation Stage. Photographs show children engrossed in activities and provide examples of their development. Children's progress is not fully monitored because the observations are not always linked to their stages of development in order to track their development.

Staff make good use of incidental opportunities for supporting learning in literacy and numeracy, such as, counting spoonfuls of breakfast cereal and finding letters or shapes in the environment. There is a well-resourced reading area and children enjoy snuggling up to share a book, or using blankets and torches to re-enact their favourite story. Children confidently count to 10 and many are able to recognise the numerals in setting. They are beginning to form letters as they make notes on paper to create a shopping list in role-play. Children are highly proficient in the use of the computer, using the mouse and keyboard to make commands. They learn about the world around them and other cultures through activities and a good selection of resources on offer to them. Children have grown potatoes and onions successfully and enjoyed investigating the caterpillars and insects from within the unsuccessful turnips. This supports an ethos of sustainability. There are many creative activities on offer and children thoroughly enjoy sticking glitter, sequins and collage materials onto their pictures. They dress up, care for dolls and pretend to cook lunch in the well resourced role play area. Staff have effectively resourced the outdoor provision which attractively displays a range of numbers, letters and symbols. Children have good learning opportunities outdoors including, balancing on wooden beams and stepping stones, crawling through tunnels, water painting, digging in sand, soil and bark chippings.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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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