

St. Margarets Nursery and Afterschool Club

Inspection report for early years provision

Unique reference number	127599
Inspection date	16/12/2011
Inspector	Sara Garrity
Setting address	St. Margarets-at-Cliffe Cp School, Sea Street, St. Margarets-at-Cliffe, Dover, Kent, CT15 6SS
Telephone number	01304 853 352
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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. Margaret's Day Nursery and Out of School Club is committee run and opened in 1992. It operates from two rooms in a separate building in the grounds of St. Margaret's of Cliffe County Primary School, near Dover, Kent.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a total of 30 children. All children may be in the early years age range. There are currently 43 children on roll aged from two to four years. Children come from a wide catchment area. The nursery is funded to provide free early education to children aged three and four years. It supports children with special educational needs and/or disabilities. The nursery is open Monday to Friday from 8.45am to 3pm, term time only. The out of school club operates Monday to Friday from 7.45am to 8.45am and 3.15pm to 6pm term time only. All children share a secure outside play area.

The nursery employs 13 members of staff. The manager and deputy both hold early years degrees, one with Early Years Professional Status, six staff hold a relevant National Vocational Qualification at level 3, and two staff are working towards early years qualifications at level 3. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children demonstrate a strong sense of security and belonging. They are generally making good progress in their learning and development. Staff have a well-developed knowledge of the Early Years Foundation Stage and welfare requirements, although some opportunities to develop children's independence are not fully utilised. Effective safeguarding procedures are in place however, some procedures are not regularly practised. Management have recently introduced a new planning system, which all staff are beginning to implement. Positive links with parents and other agencies are evident. The nursery demonstrates a commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to support children's growing independence to ensure they do things for themselves, for example, consistently serving their own food and drinks
- ensure all children have the opportunity to practise evacuation drills,

continuing to record them in a fire log book, identifying any problems encountered and how they were resolved.

- further develop the planning and assessment process to ensure activities provide a challenge and extend children's skills and knowledge, whilst engaging their attention.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place and staff are aware of how to protect children. All staff have undertaken safeguarding training, which they regularly update. The manager ensures that staff have appropriate safety checks in place. Policies and procedures are regularly reviewed, and implemented by all staff. Comprehensive risk assessments are in place, with risk assessments for outings regularly updated to ensure that children are able to explore the local community safely. Fire drills are practised, however; these are infrequent, with not all children having an opportunity to take part. All relevant written documentation is completed fully, and confidentially stored. Most staff hold a paediatric first aid certificate and have undertaken food hygiene training. Training needs are identified and professional development is strongly encouraged.

The nursery committee are responsible for the safe recruitment of staff. The manager is working with the committee to introduce a new recruitment and vetting procedure. This includes support for existing staff with the introduction of staff appraisals and one to one supervision meetings. The management have high expectations and encourage the staff, parents, and children to be actively involved in evaluating the nursery and contributing to the self-evaluation process. The staff team demonstrate a commitment to improving outcomes for children, putting in place action plans to address issues raised in the recent audit undertaken on the environment. The nursery has also recently implementing a new planning system with the support of their Setting Improvement Partner. Recommendations from the last inspection, have been appropriately addressed

The children are inquisitive about the world around them, investigating both man-made and natural resources on the sensory table as well as exploring the concept of time using the sand timer. Staff welcome spontaneous events, and make good use of the change to the weather to extend the Christmas theme.

The nursery actively promotes equality and diversity. The staff have a good knowledge of the children's background, and provide resources which enable the children to learn about their own and other cultures.

The nursery has established strong partnerships with parents and outside agencies. Communication is effective in developing strong links with providers to ensure outcomes for children are good. The nursery sends out questionnaires to find out parents views concerning the care and education of their children, as well as engaging them in the running of the nursery. The staff have established good partnership with the school on site, as well as liaising with other schools in the area, to support with transitions.

Parents are very satisfied with the nursery. The staff spend time keeping parents informed of their children's progress, parents appreciate the time staff take preparing learning journeys and DVDs which are a lovely record of their children's time in the nursery.

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

The children are eager and excited to come into the nursery and explore the well-resourced environment. The furniture is set out to enable the children to access and make choices from an interesting range of materials and equipment. Staff know the children well and listen to their suggestions and ideas. They have developed close and affectionate relationships with the children, understanding their individual care needs, for example offering a reassuring cuddle to a waking child. The children are eager to chatter to staff and seek them out to join in activities as well asking for help.

Staff consistently use photographs and written observations to record the children's progress. They are starting to focus on a more child-centred environment based on the children's likes and interest. The manager has recently introduced 'Progress Matters' to track and evaluate the children's learning in the nursery. This highlighted a need to review the problem solving, reasoning, and numeracy area. This area now reflects the interest of the children, with lots of dinosaurs and accessible puzzles to encourage counting and critical thinking.

Children's self-esteem and confidence is developed through the completion of activities with the help and support of staff who encourage and praise them. Children gain a sense of achievement and are eager to show their work off to friends and staff. The children proudly show their completed crowns to those nearby and are excited to wear them at the Christmas party. Each key person has their own display board where work and photographs of their key group are creatively displayed.

Snack time is a social event; with children helping to prepare the snacks. They have good personal hygiene routines, washing hands before sitting down to eat. Staff effectively use Makaton to support the children's learning using signs for milk and fruit as well as other signs the children remember. Staff encourage the children to choose which drink and fruit they would like. Some opportunities to develop children's independence by encouraging them to serve their own food and drinks are not fully utilised. The nursery promotes healthy eating with those children staying for lunch; either having a cooked meal from the school or a packed lunch.

The outside play area and garden offer a good selection of activities, challenging and engaging the children. The nursery garden backs onto the school reception garden, enabling the children to develop links with the adjoining school and assisting in a smooth transition to school for some children. Staff make effective use of the nursery environment to enable the children to

engage in physical play inside. The children help staff and friends safely move furniture to make room for balancing beams and large soft play equipment. Children are aware of keeping safe, shouting 'watch out' as they roll over and over the tubes. Overall, the children's behaviour is very good.

Children are eager to learn and develop skills for the future; they share the computer and take turns delivering Christmas cards posted at the post office. The staff communicate thoughtfully with the children, encouraging them to talk about places they have visited, and what they are going to do at the imminent Christmas party.

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	2
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	2
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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----