

St Mary's Nursery Group

Inspection report for early years provision

Unique reference number

224192

Inspection date

16/01/2012

Inspector

Lesley Bott

Setting address

The Bungalow, Shaw Lane, Albrighton, Wolverhampton,
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Telephone number

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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.

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 Mary's Nursery Group was registered in 1982. It operates from a bungalow in the grounds of St. Mary's Church of England School in Albrighton. The nursery serves the local area and has strong links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 9am until 12noon and 12.30pm until 3.30pm. Children are able to attend for a variety of sessions, including staying for lunch club. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 18 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 22 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three-and four-year-olds.

The nursery employs two members of childcare staff. Of these, both hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content in the setting. They make good progress in their learning and development. They are provided with a broad range of play activities. There is a commitment to ongoing improvement and systems are in place to evaluate practice. Well-written policies and procedures securely underpin the practice as children's uniqueness and individuality is recognised and managed well.

What steps need to be taken to improve provision further?

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

- ensure effective systems are in place for practitioners who have regular contact with children are suitable to do so (Suitable people) (also applies to both parts of the Childcare Register).
- 30/01/2012

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

- develop children's assessments further to enable parents to contribute effectively to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding as they all have an awareness of signs of abuse. They know and understand their role in reinforcing child protection procedures, including if an allegation is made. A designated staff member is in place for child protection and has recently undertaken training. Children play in a safe and well-organised environment as resources are well deployed. Practitioners are vigilant and good attention is given to safety. Risk assessments are completed and reviewed on a regular basis. This ensures that practitioners are taking appropriate steps to ensure resources and the environment are safe and fit for purpose.

Self-evaluation has been completed and is effective in identifying strengths and weaknesses of the provision. As a result, staff have been able to reflect on current practice and improvements for the future. Paperwork and policies are in place to ensure children are safe. However, the details to ensure the suitability of the temporary member of staff was not available at the time of the inspection. Recommendations raised at the previous inspection have been tackled to improve outcomes for children. For example, new equipment has been purchased to extend and develop children's opportunity to explore information and communication technology and programmable toys. Written plans include the opportunity for children to be able to safely and independently select activities and resources themselves, which makes the environment conducive to learning. Improvements to the provision have promoted equality and inclusion and have had a positive impact on the overall quality of the provision and the outcomes for children.

Parents and carers are encouraged to share information about their child when they first start, which enables staff to support individual children and their families. Ongoing exchange of information, such as newsletters and a daily information board keep parents updated on activities. However, practitioners need to develop further the communication to allow parents to contribute effectively to support their child's learning at home.

The manager fully understands the importance of working closely with other providers delivering the Early Years Foundation Stage to ensure children benefit from continuity of learning and care. Practitioners are well qualified and systems are in place to monitor and support their professional development. Children's understanding of other cultures is predominately promoted through activities and resources that reflect positive images. Although, currently there are no children attending who have special educational needs and/or disabilities, the manager is fully aware of the importance of working closely with outside agencies to support children's welfare and development.

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

Children's care, learning and development is strongly promoted in this setting. Practitioners are experienced and knowledgeable in using different methods to engage children's interest and support them throughout the daily routines. Children's health is promoted well through parents being encouraged to provide healthy and nutritious snacks and lunches. Milk is offered to children at snack time, which they pour themselves as they develop their personal independence. Children learn how food, such as fresh vegetables and fruit grow as they tend to their vegetable patches in the garden. They particularly enjoy eating the end product of the home grown fruit and vegetables. Children carry out daily routines to promote their health, such as hand washing at appropriate times and enjoy regular physical activities both outdoors and in the school hall. Children are learning about safety as they understand the procedure to follow in the event of a fire and how to use equipment safely.

Children are happy and content in the nursery where they make effective relationships with each other. They confidentially access toys of their choice from the wide selection housed in low-storage units, which aid independent selection. For example, they take pride in their junk modelling, using different techniques to attach the materials from glue and staples to different coloured tape. They happily initiate their own play as they learn to match the animals in the memory game as they turn over the cards. Numeracy and problem solving activities are fun as they match pairs of shoes and boots. They collect different pairs as they recognise colours or patterns.

Communication and language skills are well supported through lots of positive dialogue between practitioners and children. Their interest is captured in books as they talk about the book of the month. Children are encouraged to find out how programmable toys work. They handle the digital cameras with ease, taking photographs of their friends in the nursery, showing the inspector where the on/off button is.

Planning effectively supports individual children in their learning and development. It covers all areas of learning and provides appropriate challenge for all children. Consequently, all children make good progress towards the early learning goals. Staff know and understand all the children well in this small nursery. Comprehensive observations and learning journeys indicate children's development stage and their next steps in their learning.

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
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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

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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 (Suitable people). 30/01/2012

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 (Suitable people). 30/01/2012