

St Martins Garden Childrens Centre Nursery

Inspection report for early years provision

Unique reference number	EY339058
Inspection date	20/03/2012
Inspector	Carol Warrant

Setting address	150 Frome Road, Odd Down, Bath, BA2 5RE
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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 Martin's Garden Children's Centre Nursery shares a site with St Martin's Garden Primary School in Odd Down, Bath. It opened in 2006, is run by Bath and North East Somerset Council and is purpose built. It also offers a breakfast club and holiday care. It provides care in the following areas:- play room, class room, family room and associated facilities. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It may care for no more than 57 children under 8 years; of these, not more than 57 may be in the early years age group, and of these, not more than 9 may be under 2 years at any one time. The Nursery must deliver all elements of the learning and development requirements unless exemption from those parts applied for is granted by the Qualifications and Curriculum Authority. There are currently 82 children, in the early years age group, on roll. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery is open from 8am to 6pm for 50 weeks a year. There are 15 staff, 11 hold appropriate childcare qualifications of which one member of staff is a qualified teacher, two have Early years Practitioner status and two members of staff have an Early Years Foundation Degree. The nursery provides funded early education for two-, three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an outstanding Nursery. Children achieve extremely well in a stimulating environment and respond very well to the care and support they are given. Overall partnerships with parents and carers, the host school and outside agencies are outstanding because information and support is shared very effectively. Staff value the children's interests and ideas and ensure they are fully included in an excellent range of activities. The manager and staff have a very clear knowledge of the nursery's strengths and areas for improvement. They demonstrate an excellent capacity for future improvement.

What steps need to be taken to improve provision further?

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

- extend partnership working with the host school in order to further enhance the continuity of children's learning and care.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted exceptionally well because staff have an excellent awareness of safeguarding and child protection. Comprehensive policies and procedures are fully implemented to ensure the safety of the children. There are robust systems in place for the recruitment and vetting of staff and adults who work with or have contact with the children. The premises are very secure and parents and carers are very familiar with the rigorous procedures for the collection of children. Staff are deployed very effectively throughout the nursery. Fire drills are practised regularly. Rigorous daily risk assessments are carried out to ensure that the indoor and outdoor environments are safe. Resources are highly accessible for the children and well-maintained. The nursery is extremely well-led and managed. Excellent self-evaluation systems ensure that improvements have a significant impact on the children's experiences. The manager, staff and Advisory Board work purposefully together and there is an excellent, shared commitment to develop the nursery. The views of parents and carers, and children are highly valued and acted on and continuous reflective discussion and evaluation take place. Staff promote equality and diversity to a very high level and ensure children are fully included in all activities. Staff provide excellent support for children with special educational needs and/or disabilities, and those who speak English as an additional language, so they make similar progress to their peers. They make very effective use of a wide range of high-quality resources to meet the needs of the children. Staff regularly monitor their progress and set challenging targets for children. They have excellent plans for future development, such as working with the host school to develop the shared garden. Partnerships with parents and carers, the Children's Centre and outside agencies are outstanding. Parents and carers receive information through informal discussions, comprehensive newsletters, the parents' and carers' notice board and 'Team Around the Child' meetings. Key staff regularly share the children's learning diaries with parents and carers, and keep them very well-informed of their children's achievement and progress. Outreach work, prior to entry to the nursery, is a considerable strength in ensuring the best possible start for children. Parents and carers consider their children get an excellent start to their education in a wonderful, supportive and nurturing environment. Overall partnerships with the host school are outstanding and ensure children have a very smooth transition into full-time education. Staff share training and the headteacher of the host school is a member of the Advisory Board. Children join in activities with the school, such as outings and there is a shared space where the older children from the nursery and reception children regularly enjoy time together. An extension of this partnership is planned to include joint-family support in order to further enhance the continuity of children's learning and care. Staff work extremely closely with outside agencies and staff at the Children's Centre to provide excellent support for children with special educational needs and/or disabilities, and children who speak English as an additional language.

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

There is very well-organised, purposeful indoor and outdoor play for the children. Staff value the children's interests and ideas and include these in their activities and experiences. They evaluate their planning carefully and use the information very effectively to help children build on their learning. Children achieve very well, including those with special educational needs and/or disabilities, and make excellent progress. Colourful displays make the purpose built environment interesting and welcoming. Children's behaviour is exemplary because staff are outstanding role models with high expectations and a consistent approach to managing behaviour. Children have high self-esteem and confidence, because staff encourage them to respect rules and boundaries. They become extremely confident and cooperate very well as they play in all areas of the nursery. Staff promote their independence extremely well and encourage them to make their own choices. Children build excellent relationships with staff and take a pride in keeping their environment neat and tidy. Festivals, such as Harvest, Diwali, Christmas and Ramadan give them an excellent understanding of other lifestyles and customs. Parents and carers tell them about life in other countries as they share photographs, special clothing and dances. Older children from the host school visit to talk to nursery children in their home language. Children develop an excellent understanding of keeping healthy and safe. They learn about the importance of taking exercise and healthy eating. The children eat a wide range of fruit and vegetables at snack time and enjoy preparing and selecting their own snacks. They readily explain the importance of washing their hands before eating food. A visit from the local dental nurse provided each child with a toothbrush and explained the importance of cleaning their teeth. They use equipment very carefully as they cut fruit and spaghetti. Children's physical skills develop extremely well as they balance on the climbing frame and run and dance in the excellent outdoor area. They have a well developed understanding of safety and benefit from talks about fire and road safety from staff and the fire and police service. They proudly use 'gentle hands' to look after each other and confidently say 'stop it, I don't like it' to resolve rare disagreements. Children are very keen to learn and respond extremely well to the excellent care and support they are given. Babies are happy and content and receive excellent care and attention from knowledgeable staff. Older children listen very carefully to stories and enjoy re-telling stories through role play. Their creative skills are developed very well. They are skilful at completing programs on the computer and most can count up to ten and beyond. Children recognise two-dimensional shapes indoors and outdoors and enjoy singing songs and making music with instruments. They develop an excellent understanding of their local environment by visiting the woods, the local garden centre and a farm to see eggs hatching. Most write their own names by the time they leave nursery. They are prepared very well for their next stage in learning in this stimulating environment.

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