

St John's C. E. First School Nursery and Out of School Club

Inspection report for early years provision

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Inspector	Susan Rogers

Setting address	St. Johns C of E First School, Whiteoaks Drive, Bishops Wood, STAFFORD, Staffordshire, ST19 9AH
Telephone number	01785 840 318
Email	stjohns-nursery.oosc@hotmail.co.uk
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 John's C. E. First School Nursery and Out of School Club was registered in 2005 and is run by a voluntary management committee. It operates from a self-contained unit in the grounds of St John's C. E. First School in Bishops Wood, Staffordshire. The setting serves the local area. There is a fully enclosed area available for outdoor play. The setting is open Monday to Friday during school term times. The out of school club sessions run from 7.30am until 8.50am and from 3.15pm to 6pm. Nursery sessions run from 9am until 3pm. Children are able to attend for a variety of sessions.

A maximum of 25 children aged between two and eight years may attend at any one time of whom 20 may be in the early years age group. Currently there are 48 children on roll, 25 of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for early education places.

There are five members of staff who work with the children. Of these, two hold a National Vocational Qualification (NVQ) at level 4 and three hold a NVQ at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they are supported by caring staff who have an effective knowledge of the Early Years Foundation Stage framework. Partnerships with outside agencies and parents are well-established, which enhances the individual care that enables children to learn and develop at their own pace. Most of the policies and procedures are in place to protect children's well-being. There is a well-established process that evaluates the progress the setting makes to drive forward improvements. This demonstrates that the setting has good capacity for further development.

What steps need to be taken to improve provision further?

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

- ensure that the record of the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review (Documentation).

05/05/2012

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

- provide opportunities for parents to review their child's progress regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

There are effective safeguarding arrangements in place, which ensures that children are safe. Staff have a good knowledge of any aspects of children's care that may cause them concern and they update their knowledge through regular safeguarding training. All policies are shared with parents so they are aware of the staff's legal responsibilities. The recruitment of staff and committee members ensures children's safety as they are all promptly vetted. Staff's ongoing suitability is maintained as they attend training and extend their professional qualifications. The delegation of staff is effective, which ensures that children are well-supported throughout their activities. The risk assessments are documented, however, these do not state when they were carried out, by whom, date of review and any action taken following a review, which is a requirement. However, staff are vigilant at all times and ensure that children are well-supervised as they play and learn, which promotes their feeling of safety. The premises are well-planned so that toys and equipment are well set out and easily accessible.

Partnerships with parents are good as there are regular exchanges of information when children are collected at the end of the session. Settling in arrangements for the younger children are carefully managed so that parents are included and able to stay with their child as they grow in confidence. Contact diaries help to keep parents informed. However, parents do not review the documented learning journeys of their child's progress regularly or contribute to their child's learning and development record. The setting effectively works with other agencies as they share information and draw upon external expertise and advice so that children's individual needs are closely met. Staff have started to disseminate practice with other settings recognising that this extends their knowledge and skills. Members of the committee provide support and encouragement for staff. There are currently no children attending who have special educational needs and/or disabilities. However, the staff are fully aware of the importance of working closely with parents and outside agencies to support children's welfare and development. Therefore, they provide an inclusive environment.

There is a good system in place, which measures the effectiveness of the setting. Staff consider the opinions of children, parents and staff to inform the detailed action plan. This process is successful in driving forward a range of improvements and developments along with the expertise and advice of committee members.

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

Children make good progress in this welcoming setting. Staff are skilled at meeting children's individual needs as children from the age of two to eight years share the same sessions. Children's play preferences are carefully followed with additional activities planned that promote children's learning in all areas of their development. Children's individual progress is recorded so that their learning is tracked and matched against each area of learning within the Early Years Foundation Stage. This enables staff to plan for children's progression and organise play activities that they prefer. Children have good opportunities to learn about the world around them as they visit the hedgerows in the school grounds and grow their own vegetables and fruit in the summer. They extend their physical skills confidently as they propel themselves on wheeled toys using slopes and marked out road ways to add further challenge and enjoyment. They use the more challenging aspects of the outdoor play area as they climb up gentle slopes and find their way through tunnels. The carefully planned outdoor environment encourages children to learn about cause and effect. A selection of pipes and tubes allows children to watch the effects of gravity as water and toys roll down the inside. The environment is used creatively as children devise imagined scenarios. They pretend to mend the fence and use the play house, where they extend their communication skills as they describe what they are doing and include other children in their play. The changing weather conditions are used to provide stimulating play opportunities. For example, lengths of colourful fabrics are tied to the fence providing obstacles for children to run through. They fly kites and watch with interest as lengths of fabric flutter in the wind.

Children form close friendships and enjoy involving each other in their play. A group of children pretend that they are hairdressers, which encourage their team working skills. Staff are fully involved in children's play activities and take an active part and share their knowledge, which makes children think and respond. Older children thoroughly enjoy craft activities as they concentrate carefully on simple embroidery stitches. They use number throughout their activities as they count the number of stitches and use scissors to cut straight lines. Younger children use technology to develop their understanding of number and recognition of numerals.

Children enjoy positive social experiences as they sit together at snack and meal times. Younger children gain a sense of belonging as they collect cups and drinks from the kitchen and independently place these on the table. Children learn about the activities their friends enjoy as they discuss what they did during the Easter holidays.

Healthy eating is promoted well as children enjoy their own packed lunches and have snacks of fruit and bread sticks for snacks and tea time. Children have sufficient to drink during their day as they have ready access to the water dispenser. This helps children to develop their independence and allows them to have a drink when they wish to ensure that they are well hydrated.

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: Met

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