

Children 1st @ St. Peter & St. Paul

Inspection report for early years provision

Unique reference number EY310355
Inspection date 01/05/2012
Inspector Karen Byfleet

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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

Children 1st @ St Peter & St Paul, is managed by Breedon House Nurseries Limited and has been registered since 2005. The nursery is located close to the town centre of Chesterfield. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for 136 children. It is open all year round from 7.30am to 6.30pm and provides full day care, out-of-school care and holiday care for children under eight years. All children have access to secure enclosed outdoor play areas.

There are currently 129 children on roll. Of these, 83 receive funding for early education. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The children are cared for by a team of 30 nursery staff, plus a manager. The nursery also employs a caretaker, a housekeeper and a receptionist. The nursery supports students on training from the local college and they receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A bright and airy environment is very welcoming to all children and adults. Children are extremely happy and settled and their learning and development is monitored through the highly effective procedures that are in place. Excellent and rigorous procedures ensure children are well safeguarded. Partnerships with parents and other professionals are well established, ensuring children's welfare needs are consistently met. All staff, parents and children contribute to the provision's evaluation system; ensuring areas for further development are clearly identified and monitored. Continuous improvement of the excellent provision that is already in place is maintained.

What steps need to be taken to improve provision further?

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

- providing consistent access to the outdoor area for the younger toddlers.

The effectiveness of leadership and management of the early years provision

Staff have excellent knowledge and understanding of the provision's detailed and comprehensive policies and procedures which ensure children are well safeguarded. All staff update their safeguarding training through the in-house

training programme on an annual basis and they are very clear about their roles and responsibilities in this area. Detailed risk assessments are in place and reviewed on a regular basis to ensure they remain valid and consistent. A detailed emergency evacuation plan is in place and regularly practised to ensure children know the procedures to follow. All premises are secure, with main doors kept locked and coded key pads to enable entry. The baby unit is in a separate building and is secured well. A visitor's signing-in book enables staff to monitor who is in the building at any one time and parents are required to sign their children in and out at each session they attend. All outdoor play areas are safely enclosed.

Staff recruitment is rigorous and effective. All new staff undertake a three month induction programme which includes assessments that reinforce their understanding of the provision's policies and procedures. All staff are checked to ensure their suitability for working with children and these are regularly renewed. Staff are extremely clear about their roles and responsibilities and they work exceptionally well together as a team to ensure children's individual needs are consistently met. The nursery has implemented a detailed evaluation system of the provision they provide. All staff, parents and children contribute to this to ensure continuous development of the provision. A parents' 'steering group' enables them to discuss their ideas and these are then taken forward to management. A children's 'nursery council' has been implemented to provide children with the opportunity to make suggestions and say what changes they would like to see.

Relationships with parents are highly effective. Staff share information about children on a daily basis and individual development records for each child include observations made by parents of children's learning at home. Individual daily care plans are implemented for babies and any children attending with additional needs. These are shared with parents and any other professionals who may be involved in the care of the children. Highly effective transition arrangements for children moving between rooms and for moving onto mainstream education are in place and promote continuity for children extremely well. Fully inclusive practice is promoted by all staff. For example, they provide visual aids for the very young children and for children who have English as an additional language. A philosophy of open and inclusive attitudes to all children, families, staff and visitors ensure spiritual and moral development is fostered.

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

Children throughout the provision are making excellent progress in their learning and development and they are extremely happy and settled. Staff have excellent knowledge and understanding of the Early Years Foundation stage. They plan and implement effective activities that are planned around children's interests and their individual needs. Sensitive, focussed and spontaneous observations of children's learning are undertaken regularly by all staff and these are used to plan further activities, using the next steps in their learning and which challenge children appropriately. There is an excellent balance of adult-led and child-initiated activities.

The extensive range of age-appropriate toys, games and resources ensure all areas of learning are covered and all resources are easily available for children to access independently. Babies have access to a wide range of sensory toys, such as, musical toys, different materials for touch and treasure baskets for exploratory play. They have many opportunities to explore and experiment with malleable and messy play and all activities are extended within the covered outdoor play area. Toddlers and older children have easy access to a full range of mark-making activities, such as painting, crayons and writing for purpose in role play activities. They also access chinks, crayons, pencils, glue, rulers and sticky tape independently. This is especially evident in the design area where children draw their own designs then move on to make these in the construction area. For example, a four-year-old draws a design of a rocket they would like to build. They then move into the construction area and builds their design with a variety of different sized wooden bricks. Regular access to other activities including water, sand, and other malleable materials enables children's mark making skills to further develop. Children independently access the computer area and a very good range of resources, such as locks and keys and magnets, which enable them to explore and investigate. Children especially enjoy time in the exploration garden where they access equipment, such as magnifying glasses and binoculars, as they search for mini beasts under the logs and leaves.

Young toddlers and babies have access to free-flow outdoor play into a separately enclosed area. However, free-flow play for the toddlers is not as consistent as other areas of the nursery. The older children have constant access to the large safely enclosed area for outdoor play due to fixed canopies which protect them from wet weather whilst still enabling them to be outdoors. Wet weather suits and Wellington boots enable children to play outdoors in all weathers. They enjoy splashing in puddles and playing in the snow. They have access to a full range of equipment for climbing and balancing and a separate area is used for gardening. Parents and grandparents are encouraged to join the children and help them in the garden, as they plant a range of fruits and vegetables. The garden area and woodland, which is close by, is rich in opportunities for children to explore and investigate all aspects of nature. Children have recently undertaken an experiment in planting different beans to enable them to compare which beans grow the best. They have also compared two different methods of growing cress, one sample in soil and one sample on cotton wool, to see which grew best. These activities enable children to discover how and what seeds grow well and for differences to be explored.

Children have an excellent awareness and understanding of their own personal hygiene. They independently access the toilet and wash their hands with no prompting from staff. A highly effective system has been implemented for reinforcing children's understanding of healthy eating and the benefits of exercise. For example, when they are leaving the provision they are able to take a piece of fruit with them. This has been implemented as a way of discouraging parents from bringing sweets and crisps when they collect their children. The children eagerly look for the snack on their way out. Children enjoy action songs and rhymes that require them to move in various ways and they feel their heart beating after rigorous exercise and talk with staff about how this keeps them healthy.

Children have a strong sense of belonging within the provision. Staff consult with the children and ask them what activities they would like out and the staff link these ideas to the areas of learning. Children's knowledge and understanding of the wider world is developing extremely well. They have access to a wide range of books and resources which promote positive images and inform them of different cultures, celebrations and race from around the world. Aids, such as pictorial reminders within the nursery help younger children and those children who have English as an additional language to communicate. Children's knowledge and understanding of the local community is enhanced as they regularly undertake activities in the local woodland and the children have previously presented a local care home with vegetables they have grown in their garden.

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

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