

St Georges Nursery School

Inspection report for early years provision

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30/04/2012

Inspector

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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 Georges Nursery School was registered in 2004 and operates from purpose-built premises on an industrial estate in the village of Enderby, Leicestershire. It is open for five days a week from 7.30am to 6pm for 51 weeks a year. Out of school care is provided during the school holidays from 8.30am to 5.30pm, and after school care from 3pm to 6pm. Children come from a wide geographical area and have access to an enclosed outdoor area.

A maximum of 85 children may attend the nursery at any one time. There are currently 185 children on roll between the ages of six weeks and 10 years, including children who attend the holiday club. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery employs 24 staff who work with the children, including the nursery manager. All have appropriate early years qualifications. The nursery liaises with the local authority through the Leicestershire Early Years and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress towards the early learning goals. This is because all staff have a thorough knowledge of the early learning goals and use their observations very effectively in order to plan for the individual needs of each child. Children are safe and secure in the nursery as a result of robust security systems, detailed policies and vigilant staff. There are excellent partnerships with parents and carers, with most being fully involved in their children's learning. Self-evaluation in the setting is very thorough and all staff work extremely well as a team to identify and act on areas for 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:

- continuing to develop the already excellent partnership with parents and carers by finding ways to involve all parents in their children's learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded to a very high level in this nursery. This is because all staff are extremely well trained in the implementation of the detailed policies and supervise children closely. The intercom on the main door and the procedures in

place for the collection of children means that they are well protected. Staff have a thorough understanding of child protection issues as they are effectively monitored to ensure they implement the policy content. Fire drills and health and safety checks take place regularly and detailed risk assessments are carried out for the premises and when children are taken on trips. All staff are suitably vetted and no visitors have unsupervised access to any part of the nursery. This fully promotes children's safety in all areas of the setting.

There is a wealth of exciting and stimulating resources which staff use very effectively with children to promote all aspects of learning. Each age-grouped room has its own carefully chosen toys which are stored at low-levels or in baskets on the floor so that even the babies are able to access them easily. This means children can be more independent in their choices. All rooms are welcoming and homely and have different areas to suit a variety of activities, such as cosy, cushioned corners, sensory areas and areas for messy play. The enclosed outdoor space is organised extremely well for the use of climbing equipment, balls, digging, planting and wheeled toys.

The nursery staff are extremely enthusiastic and well-motivated and constantly look for ways to improve their practice. They attend courses and seek advice from their area manager and work very well together as a team to evaluate the provision. Twice-yearly staff appraisals identify areas for training and staff are very well supported by the manager and the deputy. This means that children are receiving the best possible learning experiences.

Parents and carers are given very comprehensive information on the provision which ensures they are fully informed on the organisation of their children's care. They share information on their child's needs and routines when they start and work closely with their key person throughout the child's time at nursery. Some parents contribute to their progress records and sometimes work with children at home to extend their learning. This ensures that there is continuity and consistency in their learning. Parents comments are valued and they receive feedback on actions taken as a result of their suggestions. They receive verbal and written information on their child's day and are involved in fund raising activities. Some parents attend nursery sessions to experience their child's learning at first hand. This means children have excellent support in their achievement of the early learning goals. There are close links with local primary schools which aids transition for children and enables them to meet their teachers. The nursery receives support from the local early years team and has the top grade from a recent review.

Although there are no children at present with special educational needs and/or disabilities, the nursery has worked closely with other professionals in the past and put in supreme efforts to ensure children were supported effectively. Staff worked tirelessly in their pursuit of additional help for children while they attended the nursery and so that they would have continued support once they started school.

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

Children are making excellent progress towards the early learning goals. This is because staff maximise every activity and situation as a learning opportunity for children. They ask stimulating questions which challenge even very young children to think. For example, children playing with plastic balls in the water are asked about the feel, shapes and colours of the balls and the water. They are developing their language and vocabulary very well as a result of staff's encouragement and are learning to recognise sounds and letters through exciting activities. They develop mathematical skills effectively by counting everyday objects and recognising numbers. Staff in the pre-school room extend children's learning in this area of learning as far as possible to suit each child's stage of development. Children use their creativity and imagination in role play, dressing up and exciting collage activities, choosing their own resources from an extensive range. Older children are competent in their independent use of the computer and all children use a huge range of exciting, colourful push-button toys as well as telephones, calculators and remote controls to develop their technological skills very well. Children have valuable first hand experiences through visits from the police, fire service and the librarian and by seeing animals at the local farm. They are learning to care for the environment through their recent recycling activities. Children care for African snails in nursery and handle other creatures which are brought in for them to learn about.

Children show they feel safe in the nursery through their confidence in asking staff for things they need and in initiating activities. Older children involve staff in their play and enjoy interacting with them. Babies sit on their key person's lap, gurgling happily and investigating the objects in the 'treasure baskets,' holding up a toy to show staff. Children know the kind and caring staff well and happily play games and look at books with them. They are able to have as many 'settling in' sessions as they need and look at photos of their families in their 'Learning Journeys' which makes them feel secure.

Children have healthy meals and snacks in the nursery, which has a top grade from an Environmental Health award scheme. They enjoy a variety of fruit at snack time and learn about foods that are good for them. They wash their hands, following pictorial guidelines, clean their teeth after lunch and have access to fresh water throughout the day. There is a very high standard of hygiene in the nursery and staff have food hygiene certificates. Exemplary policies and signed records ensure children are extremely well protected. They all have fresh air and exercise every day at nursery or on their trips around the local area.

Children's manners and behaviour are excellent. They follow the good examples set by staff and all respect each other and the equipment. They are learning to be independent by hanging up their coats, setting the tables for lunch and choosing their own activities. They are all busy and engaged in their play and enjoy chatting and sharing toys. Toddlers show delight when water splashes on their faces during their play. Children are valued and praised for their good manners or work. Older children are given a sense of belonging by having their own drawer to put their

pictures and other things in. A wide variety of other cultures, festivals and languages are celebrated through stories, artwork and resources. For example, children have a story read to them in Polish, and learn about Diwali, Eid and St David's Day. This gives them a broad sense of the wider world.

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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