

St Vincent's Nursery Ltd

Inspection report for early years provision

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23/03/2012

Inspector

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Setting address

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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 Vincent's Nursery has been established since 1992 and registered under the current ownership in 2007. It operates from purpose built premises, situated within the grounds of Haydon School in Pinner, Middlesex. Children have access to an outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

A maximum of 65 children may attend at any one time, of whom no more than 27 may be under the age of two years. There are currently 91 children aged from three months to five years on roll and they come from a wide catchment area. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. It supports children with special educational needs and/or disabilities and children learning English as an additional language. It receives funding to provide free early education to children aged two, three and four years.

A high ratio of staff hold National Vocational Qualifications at level 3, and one holds a relevant degree. Several staff are working towards early years qualifications at level 2, 3, 4 and 5.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote children's learning and development to a good level. They use assessment procedures effectively to plan for children's individual needs. The nursery environment is safe and children feel very secure. The nursery is well resourced and children generally have easy access to most activities. Staff keep parents well informed about aspects of the nursery and their child's achievements. The management team has an effective self-evaluation process in place to review practice and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop ways to increase the time available for children to access outdoor play and learning
- review the storage of books so that children can access them easily.

The effectiveness of leadership and management of the early years provision

Robust vetting procedures effectively assess the suitability of adults working with children. Staff have a clear understanding of their role in safeguarding children as most have relevant training. They are vigilant of signs to look out for and know what action to take if they feel concerned. Comprehensive risk assessments promote children's safety around the building. Robust daily checklists in each room effectively help staff to identify risks and take action to provide a safe and hygienic environment. Staff are fully aware of children's individual dietary requirements and ensure they have appropriate meals.

Staff actively promote inclusion and cultural diversity. They make regular assessments of individual children's progress, which helps them to support all children effectively. As a result, children, including those with special educational needs and/or disabilities and those learning English as an additional language, make good progress. The nursery also promotes sign language to all children and they learn a different sign each week. This experience helps children to value differences and enhances communication.

Staff evaluate and review the layout of the playrooms effectively to ensure all children can play freely. The environment is inviting with rugs and cushions where children can relax. Staff generally make good use of resources and most of these are at low-level. All children enjoy daily outdoor play and can sometimes access the garden freely.

Staff warmly welcome parents at any time as the nursery has an 'open door' policy. Staff keep parents well informed about their child's progress and care routines through daily diaries and regular discussions with key persons. The nursery successfully organises events for parents to discuss their child's development. Newsletters and notices outside each room inform parents of nursery activities. The nursery also provides a wide range of information for parents about the services provided by the local authority. Parent questionnaires and meetings support staff effectively to identify areas of the nursery that work well and areas for further development.

The nursery provides comprehensive assessment records for parents to forward to their child's schools. This process ensures a smooth transition for all children as they leave the nursery and reflects some good partnership working with other providers. Parents comment positively regarding the commitment of the staff team to working in partnership with other agencies, local schools and other settings.

The manager and senior room leaders have clear responsibilities within the nursery. They have an effective self-evaluation process in place. They use information from meetings with parents, staff and the local authority early years advisor to monitor all aspects of practice. As a result, the staff and management team carefully plan further improvements. The impact of such improvements is evident in most areas. For example, the outdoor play space now includes an area

for digging and growing plants, which successfully enhances the children's understanding of the natural world.

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

Children show a very strong sense of security as they arrive at the nursery. They have positive relationships with their peers, key persons and other staff. Staff that care for them form close attachments and are very attentive to their needs. Children make excellent progress in taking responsibility for their own safety as they learn to identify risks. For example, they know not to push in front of other children when waiting to take turns on the balancing beam.

Children cooperate well as they play together. They develop a strong sense of independence when choosing activities and resources. They develop a good understanding of positive behaviour as staff promote this successfully. For example, staff praise children for waiting their turn at various activities.

Children are making good progress in their learning and development. Their key person regularly records and evaluates their skills and achievements to form the basis of future planning. This information successfully provides staff with a good knowledge of children's individual needs and capabilities. Children have access to a good range of resources, such as water, modelling dough, sand and early writing activities. They are developing an early appreciation of books as they enjoy listening to stories, although not all books are easily accessible to them. They enjoy singing nursery rhymes and know the words, which helps them to develop their language skills. They spend most of the time playing freely with effective support from staff. Staff plan additional activities to develop children's specific skills for future learning, such as numeracy and learning about the world around them.

Children explore a good range of resources in the garden, such as a large wooden ship and a sand pit. They confidently ride cars, use balls and balancing beams. Staff effectively support children's learning outdoors, such as encouraging them to find treasure in the digging area and extending their language and communication skills. Children have regular access to the garden although the time available for outdoor play has some limitations.

Children develop a good understanding of healthy lifestyles. They learn to wipe their own noses with readily available tissues and to dispose of them in the bin. They enjoy healthy, nutritious meals and snacks, which the nursery provides on-site. Older children confidently develop their independence as they help to serve the main meal. Staff sit with children to support them and talk about the food they are eating. Children become engaged in such conversations, which helps them to develop a good understanding of health and hygiene.

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	1
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