

St Joseph`s Nursery

Inspection report for early years provision

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Inspector Karen Prager

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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 Joseph's Nursery in Devizes has been established for 35 years. It operates from purpose built premises within the grounds of St Joseph's Primary School. The accommodation has two classrooms, toilets, an office and kitchen. The room within the neighbouring church building is also used occasionally. The nursery is managed by a voluntary committee, made up of parents of children at the setting and members of the local community. The nursery is open weekdays from 9am until 3pm throughout school term time.

The nursery is registered on the Early years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 31 children in the main building and 10 children in the additional room. There are currently 73 children aged from two to under five years on roll. Of these, 52 children receive funding for early education. The nursery currently supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of staff. All hold appropriate early years qualifications. Two staff have Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress overall towards the early learning goals in this friendly and generally well organised nursery. Highly effective procedures are followed which ensure children's safety. Partnerships with parents are very strong and play a positive role in children's security and development. The staff are highly qualified, demonstrate a good drive to improve and effective systems are used to support continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the range of activities and resources available to provide children with rich and diverse learning and development opportunities in the outdoor environment
- review staffing arrangements at lunchtime to ensure the individual needs of all children are consistently met during this period.

The effectiveness of leadership and management of the early years provision

Staff take robust measures to keep children safe and secure. They correctly follow rigorous procedures to ensure adults are suitable and records are meticulously maintained. All staff are aware of the procedures to follow to safeguard children. They attend regular safeguarding training and have close links with other agencies that protect children. Risks are thoroughly assessed, recorded and reviewed. Staff have high expectations of themselves and their colleagues and morale is very high. It is clear that the staff enjoy their work and take pride in improving the outcomes for children. There are clear strengths in the leadership. Self-evaluation includes all staff and they take well-chosen steps to improve the outcomes for children. Staff have a clear idea of what they do well and have plans in place to improve the provision further.

The nursery classrooms presents as a vibrant place for the children. The walls of the playrooms are covered with bright pictures, lettering and notices which show that staff have clearly considered the indoor learning environment and value the children. Staff are effectively deployed during most of the session and spend the majority of their time interacting with the children. Children are busy and actively engaged for most of the day. However, the organisation of staff is less well considered during the lunchtime period to successfully accommodate children's differing needs. The nursery has a good range of quality resources overall. Staff arrange the playrooms and small play area with a broad range of activities for children, though the range of activities and resources in the large outdoor play area, where most children play is less well developed.

The nursery promotes equality and diversity well and takes effective steps to meet the needs of children from a range of backgrounds. Staff build a good knowledge of each child's needs. Children are beginning to understand that people are different by developing their knowledge of festivals and events from their own cultures and those of others. Resources such as books and puzzles are also provided that show positive images of our diverse society. There are strong links with the neighbouring primary school, which many of the children will attend and there are effective transition arrangements. The nursery has effective links with other outside agencies and staff initiate contact with other settings which the children attend. The staff have developed highly positive relationships with parents. Parents speak very highly of the nursery and comment on how happy and safe their children are. A wealth of information is available to them at the entrance to the building, and staff take time to talk with parents to exchange information with them about their child's development. Information sharing is actively encouraged and parents regularly inform staff about what children have been doing at home. Staff inform parents of the current topic to encourage them to be fully involved in their child's learning. In addition parents with a relevant skill or interest are invited in to share this with the children.

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

The staff have a secure understanding of the learning and development and welfare requirements which successfully supports children's good progress. The environment is very welcoming and children clearly enjoy their time at the nursery. Key staff build individual and informative 'Learning Journeys' which record the on-going observations, assessments and learning. They identify and record children's next steps of learning linked to the six areas of learning and development. Weekly topics for older children are planned based on children's interests. Activities for younger children are appropriately based on daily interests. Robust tracking of children's progress gives a clear indication of children's stage of development and identifies where staff need to gather further evidence to assess the stage children have reached.

Children are confident and enthusiastic learners. Children arrive happily in the morning and settle quickly. They engage in purposeful play and explore the environment independently. Young children chose to paint, and roll cars making marks on the large piece of paper. Older children paint with water outside, and use their fingers to draw shapes in foam. Children develop confidence and speak clearly to others and count how many children are present each day. They listen to stories in a group and enthusiastically join in an action song about bananas. Children find their name card when they arrive each morning and learn to recognise the sounds that letters make. Children of all ages come together and learn to take turns when they use a large parachute. Physical skills and confidence develop well when they climb on the pirate ship. Children explore different textures and make marks, they play with water, sand and foam. They learn to value others. They say 'good morning' in a range of languages and play with resources which reflect our diverse society.

Children willingly embrace the healthy lifestyle encouraged by staff. Children benefit from free access to the outdoor area where they safely use large climbing equipment. Snack and mealtimes are generally well organised. Children frequently visit the snack table to eat the pieces of fruit and vegetables and they are supported to pour their own drinks. Older children open their lunch packets developing their independence exceptionally well. The youngest children are helped to manage their personal hygiene by washing their hands after painting and before eating. Older children understand that they need to wash their hands after playing in the mud. Children know what is expected of them and their behaviour is exemplary. Staff take time to build excellent relationships with the children and they show a strong sense of security. They develop confidence to form close friendships, are active and curious and well prepared for their transition to school. Children take responsibility for their own safety, for example, when playing on the large pirate ship. They know what to do if they need to leave the premises quickly as staff organise regular fire drills.

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	1
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	1

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	1
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