

# St. Aidan's Day Nursery

Victoria Place, CARLISLE, Cumbria, CA1 1LY

<b>Inspection date</b>	18/10/2012
Previous inspection date	20/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff are highly skilled, knowledgeable early years practitioners who expertly deliver the Early Years Foundation Stage throughout the nursery. Staff practice is inspirational, as a result, all children make exceptionally good progress in their learning and development across all prime and specific areas of learning and are exceptionally well prepared for starting school.
- The innovative methods for sharing information within the nursery are exceptional. Staff effectively engage with parents and carers to ensure highly successful strategies encourage their involvement in their children's learning. Therefore, partnerships with parents are strong and supportive.
- The key person system is well embedded. Children settle very easily into the nursery forming a secure attachment with their 'special Aunty' who know each of their key children and families extremely well. As a result, children's care and learning is tailored to meet their individual needs, and excellent relationships are developed with parents.
- Children are exceptionally well motivated and very eager to learn. Older children show very high levels of independence, curiosity and imagination during practical routines and activities and demonstrate exceptional positive behaviour, self-confidence and self-assurance.
- Leadership in the nursery is inspirational. Systems for self-evaluation are highly effective and based on rigorous and challenging criteria involving everyone involved with the nursery. The management continually strive for further improvement and high priority is given to the continued personal development and employment of a highly skilled professional workforce.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector completed a tour of the whole premises including the kitchen and introduced herself to all of the staff.
- The inspector spoke to the room supervisors, the key person for each tracked child, new and senior staff including the deputy manager.
- The inspector held a meeting with the manager and had a telephone conversation with the nominated person.
- The inspector looked at children's assessment records, the planning displayed in each room and in the main hallway, children's 'boomerang' message books, 'I can do at home' books, and 'Super Star' packs.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, policies and procedures for the setting, the self-evaluation form online and a hard copy update.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Carys Millican

## Full Report

### Information about the setting

St. Aidan's Day Nursery is run by St Aidan's Day Nursery Trust. It was first registered in 1990. It is situated in a purpose single story unit containing four play rooms and a sleep room. The nursery is in a residential area in the centre of Carlisle, Cumbria. Children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register. The nursery is open Monday to Friday for 51 weeks of the year. The sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 107 early years children attending. The nursery provides funded early education for three-and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

The nursery employs 22 members of child care staff. Of these, 18 staff hold appropriate early years qualifications at level 3. Two members of staff hold a level 4 qualification and one member of staff holds a level 5 Foundation Degree in Learning and Teaching Support. The nursery is a member of National Day Nurseries Association.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance the well-organised outdoor play areas with more sensory areas for children to investigate and explore by including equipment such as, chimes, streamers, windmills, bubbles, pots and pans.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

All children make exceptionally good progress across all seven areas of learning. This is due to the educational programme being fully underpinned by staff's exceptional understanding of the Early Years Foundation Stage and how children effectively learn. Staff recognise that children learn in many different ways so they fully implement the

characteristics of learning to support children to be highly effective and motivated learners. Staff engage and capture children's interests and their teaching techniques are strong especially for the older children. They plan imaginative active physical experiences for children, such as going on a bear hunt, whereby, staff help the children to remember the actions of the story and think about the different ways of moving. Staff are vibrant, enthusiastic, listen and care whilst in their role, praising and encouraging, and guiding all children to reach their potential goal.

Children's communication and language is excellently supported across all ages. Staff tune into babies responses when pointing to parts of the body and face and value babies attempts by repeating the correct words back to them. Children are well motivated and eager to join in. For example, older children listen intently to the animal story and when asked about what they can see in the pictures they all put their hand up to answer. Staff constantly praise children, therefore, their self-esteem and self-assurance is fully promoted and children develop a positive sense of themselves and respect for others. Children learn to be strong and independent through the positive relationships established with staff members and other children as they form friendships with one another. Older children are exceptionally well prepared for school. This is due to the high standard of teaching and learning delivered by highly competent staff within the setting. The staff provide children with a broad range of knowledge and skills that establish the right foundation for good future progress through school and life. Babies and young children enjoy a wide range of sensory experiences indoors. A well-stocked collection of treasure baskets containing everyday objects, materials and musical instruments, which look, sound and feel different are provided to keep them enthralled for ages. They keenly investigate and explore the water play activities with staff close at hand to encourage, support and supervise. Children move around the rooms with ease independently helping themselves to a wide range of interesting and stimulating resources which support their development. For example, lift the flap books with textured pages and mark making materials. Older children's interest in information and communication technology is supported in the pre-school room through the provision of programmable toys, computers and listening devices such as compact disc players and tape recorders with head phones.

Staff successfully engage with parents from the very first meeting into the nursery to the final weeks children attend. The key person system is well embedded throughout the setting and highly effective in contributing to the excellent relationships established between the staff, children, parents and carers. Staff regularly exchange information to ensure that all children attending the nursery has their learning and care tailored to meet their individual needs, and several successful strategies are implemented to support parents and carers in guiding their children's development at home. For example, older children have 'I can do at home' books which are used by staff to explain when, how and what children do in each room. They also incorporate ideas for parents to continue to do with their children at home. Parents return the book the following week with details of what children have done with them. This information then contributes to future planning, supporting the interests that are identified by their parents. Staff also provide parents with 'Super Star' bags. These bags contain ideas to help support children's communication and language development, letter and word recognition, sounds and phonics. 'Boomarang' books are used with all the other children attending the nursery. These contain information about children's care, welfare and activities which are shared daily with

parents and staff encourage parents to contribute to them also.

Children's starting points are obtained from parents on entry to the setting and regularly updated during transition from room to room. This comprehensive information is used to plan challenging and enjoyable experiences for children across all areas of their learning and development. Assessment at all ages is precise, focused, and includes all those included in the children's learning to ensure timely intervention and support. Open nights are used to review children's development and progress with parents and 'graduation' events celebrate children's success at attending nursery.

### **The contribution of the early years provision to the well-being of children**

Children are cared for in a highly stimulating, warm and inviting environment where resources and activities are easily accessed by even the youngest of children. Natural wood and basket materials are used for storing the extensive selection of play equipment provided in all rooms. Colourful displays and children's work are positioned throughout the nursery at child-height so that children can easily see them. This helps prompt discussions with staff and provides children with a sense of achievement. For example, photos of people who are special to the children are creatively displayed on the walls or doors in each room. Children can point to the significant people in their lives and staff can talk to children about them. Staff label resources in all rooms and display dual language signs especially for children in the pre-school room with English as an additional language. Books and resources which represent children's diverse backgrounds are available and accessible in the book corner, and several pictures including the map of the world showing where people live are creatively mounted on the wall. This helps children to understand about the difference and diversity of the world around them. The outdoor play areas are well organised and provide children with opportunities to develop their physical skills, such as, running, pedalling bikes and balancing or climbing. Children can explore the natural environment and outdoor habitat. Trees and flowers grow in the grounds of the nursery and a mini allotment is available for children to grow seasonal flowers, fruit and vegetables. Additional resources to support children's sensory development are not provided outdoors.

The whole ethos of the nursery is based on encouraging everyone to feel at ease. The key person system plays a vital part in this to ensure all children form a strong and highly secure relationship with their 'special' person. New babies attending for the first time on their own settle with ease through the excellent and supportive settling arrangements undertaken with parents. Babies show strong emotional attachment to their key staff by cuddling in at times during their play. Parents share information about routines and care needs of their children to ensure continuity of care when potty training, and with sleep and changing routines. Hygiene practices and healthy lifestyle is exceptionally well promoted. Babies and toddlers are provided with a separate menu containing less salt and sugar and older children are provided with appropriate portion size and freshly prepared, healthy, cooked meals made by resident cooks in the nursery kitchen.

Children's behaviour is exemplary. They show high levels of self-control during activities

and confidence in social situations. For example, older children learn to wait their turn when returning from outdoor activities to change from outdoor footwear to their indoor shoes. They patiently wait to visit the bathroom to wash their hands before snack and mealtimes and learn to listen and respect others when talking in group situations. Staff represent excellent role models to children and frequent examples of this are seen throughout the nursery. Older children are rewarded by becoming the 'helper' for the day, whereby, they help to hand out the plates and beakers at snack time. Staff constantly offer words of praise and encouragement and they are always on hand to remind younger children of the rules, such as, not climbing on chairs or running around the room.

Children are exceptionally well supported in managing their self-care skills. For example, as they independently wash their hands before snack time and independently access the bathroom facilities. Learning opportunities are used effectively at this time as children count the number of fish or shells on their toilet door and match the number with the sink and numbered mirror above it. The 'Smile for Life' campaign is promoted by designated staff throughout the nursery. Toothbrushes are provided by parents and stored in individual colour coded 'bus' storage units till ready for use after meals. Staff respond to babies needs with regard to nappy changing and follow excellent hygiene practices for this and for other intimate care arrangements. Staff wear aprons and gloves and make sure mats and changing units are cleaned to a high standard with disinfectant cleaners. Staff consistently give the highest priority to ensuring children's safety throughout the nursery through the nursery policies and procedures implemented by competent staff. Children feel safe and gain a secure understanding of how to keep themselves safe through instruction, for example, the fire evacuation procedure and during their play through tidy up time routines. Children are effectively supported by staff to understand how to keep themselves healthy. For example, they take part in music and movement activities in the nursery, access fresh air and exercise daily outdoors, and opportunities are created for children to attend swimming lessons at the local swimming pool.

### **The effectiveness of the leadership and management of the early years provision**

The management are truly inspirational, exceptionally caring, committed and knowledgeable of their role and responsibility in providing high-quality childcare and education. The manager, temporary manager and deputies serve as excellent role models to staff. Together they work with a truly dedicated staff team to implement the Early Years Foundation Stage Framework highly successfully. Staff demonstrate high levels of expertise in supporting children's all round development and learning. The staff team are exceptionally well focused to seek improvements to continue to successfully maintain the outstanding provision they provide.

Performance management systems are effective and rigorous to ensure staff receive regular one-to-one supervision time and detailed appraisals to ensure consistent and focused evaluation of the impact of staff's practice. This means that strengths and any areas for development are highlighted, reflected upon and quickly addressed. Staff work exceptionally well together as a team to ensure the educational programme for the whole

nursery is maintained at a high standard. They are highly effective in ensuring that the planning for the nursery environment offers sufficient challenge and reflects the needs, aptitude, and interest for all children. The management regularly observe the teaching practice of all staff to ensure a high standard is maintained and to identify individual and team training needs. The induction procedures reflect this also to ensure that a highly skilled quality workforce continues to be employed.

Partnership with parents is exceptional. Management meetings are held, where the parents on the board and the board of Trustees and managers discuss the operation of the nursery, share information and new ideas, good practice, and discuss the aims and objectives of the nursery. Other parents are equally involved in a flourishing parent committee who help with fundraising and improvements. Self-evaluation takes into account the views of staff, parents and carers which are actively sought, valued and acted upon. As a result the monitoring processes for focussed improvements are rigorous and the document itself excellently laid out and informative.

Children's safety and welfare is exceptionally well supported by an excellent leadership and staff team who have a secure understanding of their role and responsibility to ensure children are kept safe from harm. They are experienced in dealing with child protection concerns and attend team around the child meetings when required. A smooth transition process is established from room to room within the nursery and this is also maintained with other settings children attend or finally transfer to as excellent relationships are formed.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	501092
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	886488
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	43
<b>Number of children on roll</b>	112
<b>Name of provider</b>	St. Aidan's Day Nursery
<b>Date of previous inspection</b>	20/10/2009
<b>Telephone number</b>	01228 631266

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## Type of provision

For the purposes of this inspection the following definitions apply:



Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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