

St Winifreds Nursery

Manor Road, Chigwell, Essex, IG7 5PS

Inspection date	19/10/2012
Previous inspection date	10/09/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children settle well into nursery and are forming secure attachments with their key person and other staff members.
- Staff members are sensitive, supportive and skilful when interacting with children.
- Communication and relationships with parents and carers are effective.

It is not yet good because

- Children have limited opportunity to select and use technology for particular purposes, on a regular basis.
- Opportunities for children to make choices and become independent are limited, for example at snack time.
- The outdoor environment is not yet highly stimulating to develop children's learning in all seven areas and opportunities to use natural play materials are limited.
- The key person system is not fully embedded, for example, a buddy system has not been established to ensure children are supported at all times.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both the hall and quiet room and the outdoor learning environment.
 - The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
 - The inspector took account of the views of many parents who were spoken to on the day of inspection and information which was included in the self-evaluation documents.
- The inspector held meetings with the provider/ manager of the provision and spoke to staff and children.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

St Winifred's Nursery was registered in 2000 and is privately owned and managed. Children have use of a large hall and a quiet room within the church hall. In addition an

enclosed garden is available for outdoor play.

The nursery is open five days a week from 9.15am until 12.15pm. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education to children aged two and for three and four-year-olds.

There are currently 28 children on roll in the early year's age range. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs seven members of staff to work with the children, of these three have appropriate early years qualifications at level 3 and two members of staff are qualified to level 2. One member of staff is working towards a level 3 qualification. The nursery is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes for understanding the world by: -providing materials and objects, which work in different ways for different purposes; for example, torches and pulleys -providing a range of equipment, which includes information and communication technology, such as computers and programmable toys.

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

- offer choices to children about when they want to eat their snack and allow them to have regular opportunities to pour their own drinks, serve their own food and clear up after themselves.
- provide a collection of items for children to explore the natural world and create an environment outdoors that is rich in print, numbers and shapes where children can learn about words, for example using names, signs and posters.
- ensure that the key person has an effective buddy system in place, so that children are supported if required at all times.

Inspection judgements

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

Children play in a welcoming nursery with caring staff. The educational programme enables the children to access a variety of activities across the seven areas of learning. The available resources and play equipment are of good quality, both indoors and outdoors. Children have fun taking photographs documenting their time at nursery using the digital camera; however other opportunities for children to regularly access resources, with regard to everyday technology, are limited. Staff are skilful in encouraging children's language skills by asking appropriate questions. For example, at registration children are encouraged to say good morning and participate by answering simple questions, such as, what the weather will be like, the day of the week and today's date. Children are offered lots of encouragement and are praised when joining in for the first time.

Children are starting to recognise numbers and their value. They develop their imagination when playing in the role play area and when writing. Young children make good attempts at writing their name. They have fun using chunky chinks, water and paint brushes outdoors for mark making. Children show sustained levels of concentration when using the play dough. They discuss the colour of the dough and match it to other purple objects around them. They creatively use toys to make patterns in the dough and discuss shape, however, children have less opportunity to use their imagination and make discoveries of the natural world, as heuristic play is limited.

Many of the children have recently joined the nursery and are young. Good settling in procedures enable a smooth transition from home to nursery. A key person system works well and children have formed close relationships with their key person. However, a 'buddy' key person system is not yet established to ensure very young children and those requiring additional support, are effectively supported at times when their key person is not available.

There are efficient processes in place to ensure the initial assessment of children, observations and identified next steps in children's learning are monitored and inform future planning. Parents are encouraged to play an active part in supporting their child's learning whilst at nursery.

There are effective systems in place to support children who have special educational needs and/or disabilities or who have English as an additional language. The manager has completed appropriate training to support children who require additional help and has close links with the area special educational needs coordinator, to ensure all children progress and meet their potential and expected level of development.

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

Children are happy and secure and have settled into nursery well as a result of a caring team of staff. Children are nurtured by staff who are intuitive of the children's individual needs. Children are familiar with the nursery routines; choosing their name on entry and completing a self-registration process. They understand the need for good hygiene and

ensure that their hands are clean, before eating snack, by vigorously rubbing them with hand gel. Children's behaviour is good. This is because all staff model expected behaviour and offer lots of encouragement and praise for children's efforts. For example, children are gently reminded to sit on their bottoms so as not to fall and hurt themselves and are told 'well done' on doing so.

There are many opportunities to play outdoors in the fresh air. The provision of waterproof capes and Wellington boots ensures children use the outdoors in all weathers. They have fun running around, kicking balls with some skill and collecting leaves. However, the outdoor environment is not rich in opportunities for children to explore and investigate the natural world. For example, bug hunting equipment, shovels and magnifiers are not readily available. Numbers, letters, signs and posters are not used outdoors to engage children in conversation and stimulate their thinking.

Children are developing an awareness of healthy lifestyles as they help prepare nutritious snacks when they are the chosen snack monitor. However, children's independence and choice is not always encouraged, particularly at this time. For example, children are asked to pack away to accommodate snack time and the drinks are poured for them by the snack monitor; therefore children do not have the opportunity to practise this skill on a regular basis.

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

The manager and her staff team are aware of their roles and responsibilities within the nursery and of the need to meet the requirements within the Early Years Foundation Stage. Policies and information for parents have been reviewed recently, ensuring they are in line with recent regulatory changes. An effective system for self-evaluation, monitoring and reviewing documentation continues to develop and this also includes risk assessments. These are now reviewed more frequently and updated to take into account children's development and possible risks.

The manager has ambition for future improvement and development of the nursery, to ensure children achieve as much as they can. Staff meetings are held regularly and staff appraisals are being introduced to ensure staff are supported and training needs are identified. Parents, staff and children are beginning to contribute to the self-evaluation process and are therefore able to influence change and improvement of the nursery.

All staff have completed appropriate recruitment processes and vetting checks. Some staff have completed safeguarding training and all staff have completed courses in first aid, therefore children are effectively safeguarded. The nursery has established good working partnerships with the parents who are provided with lots of information in many forms. Parents speak very positively about all aspects of the care and learning support their children receive from friendly and approachable staff. The manager understands the importance of working in partnership with other settings children may attend, however at present no children attend another setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	404911
Local authority	Essex
Inspection number	888155
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Alison Sheppard
Date of previous inspection	10/09/2008
Telephone number	07599 768 559

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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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