

# St Mary's Nursery

St Mary's Church Hall, High Street, BATTLE, East Sussex, TN33 0AQ

## Inspection date

Previous inspection date

15/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

- The key person system has successfully developed good quality relationships between staff, the children and their families, which helps staff know children's individual needs.
- The premises are spacious, bright and arranged so children can select toys and resources easily. The children enjoy local trips into the town, that broaden their learning experiences.
- Children settle in easily and well, benefitting from the warm welcome and the small numbers who attend currently, so they receive lots of individual attention.

### It is not yet good because

- The record of the adults who have been vetted is incomplete and does not include details of each person working with the children, as required.
- Staff assess children's progress but do not use this knowledge well to plan a wide range of experiences covering all areas of learning effectively, particularly outside, and that are well matched to all children's individual needs.
- Children who are learning English as an additional language have fewer opportunities to use and hear their home language in a range of play and learning activities.

## 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 children's play both inside and outside and staff interaction with them.
- The inspector reviewed a sample of children's assessment records, planning records and other relevant documentation.
- The inspector talked with children, a student and staff and held discussions with management..
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Susan Scott

## Full Report

### Information about the setting

St Mary's Nursery registered in 2012 and is owned by St Mary's (Battle) Ltd. It operates from St Mary's Church hall and children have access to an enclosed outdoor play area. The nursery is situated on the main road through Battle village. It is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is also registered on both the compulsory and voluntary parts of the Childcare Register. Sixteen children in the early

years age group and who are over one year attend and three of these are under two years. Children who learn English as an additional language are supported. The nursery is funded to provide free early education to children aged three and four years. There are four members of staff, all of whom hold appropriate early years qualifications.

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

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

- meet safeguarding requirements by keeping the record of all necessary details of Criminal Record Bureau checks up to date
- develop the educational programmes provided further by planning more first-hand experiences with effective challenges for each child, both inside and outside, across all areas of learning, in order to hasten progress

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

- provide good opportunities for children whose home language is other than English, to use that language in the nursery, as well as sharing rhymes, books and stories from their cultures.

### **Inspection judgements**

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

All children are making steady progress. Staff observations of their key children are adequately detailed, accurate and match children's achievements to the Early Years Foundation Stage. However, systems for planning that stem from these are not established well. These do not identify clearly how staff plan to achieve children's next steps in learning through the organisation of play provision. For example, outdoor play offers a selection of physical activities but staff do not routinely plan for other types of play experiences across all areas of learning. This reduces outdoor exploration and several children repeatedly run inside and out pushing toys along. Children choose if they want to play outside and can take toys with them from inside but little provision has been made to show that they can use creative or imaginative resources outside if they wish to. Some children engage in early writing as staff use a chalk-stick to mark a pathway on the ground and children copy using the chalk. Children are taken out into the locality which provides additional experiences to help their progress.

There are only small numbers of children attending this newly opened nursery. Staff know

the children and they are able to use their skills to build upon children's knowledge and achievements through spontaneous play. The children all enjoy a planned activity experimenting with cooked spaghetti. As all the staff are involved, children receive good support and encouragement in all areas of learning. For example, children are encouraged to develop their hand skills by stirring and picking up the spaghetti with forks and spoons. Staff introduce mathematical language by talking about 'roundabouts' and 'long lines' with the spaghetti and some children enjoy pretending to offer food and drink to members of staff. Such activities encourage children to learn new words and enjoy conversations to develop their language skills. Children show themselves eager to chat about their families as staff prompt them with questions about who they are making food for. This prompting gives children an opportunity to talk about their families and life outside the nursery. Children who are learning English as an additional language have fewer opportunities to use and share rhymes, books and stories reflecting their home language. This oversight sometimes reduces their participation in activities, such as storytime. Staff organise the resources suitably, particularly indoors. Staff support toddlers' self-chosen play to make it stimulating and challenging,

Children are all keen to try to write and make some marks. The older children enjoy decorating letters which have been cut out to represent caterpillars, building on their enjoyment of a recent story. However, staff do not always plan similar activities at a level for toddlers who want to join in too. For example, by providing them with suitable mark making resources, such as chunky crayons, so they can try to imitate their older friends. Overall, however, all children are gaining appropriate skills, attitudes and dispositions to take them forward to the next stage of their learning.

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

Children enter the nursery happily and confidently. They separate from parents and carers easily, are keen to see friends and take part in chosen activities. The new children are curious to find out what toys and activities are provided and are supported by welcoming, caring staff. Children's behaviour shows that they mostly feel secure in the nursery and know routines. Sometimes they are unable to get help immediately when they need it, either to wash or go to the toilet, as staff are not always available. Toddlers are able to sleep at times that suit their individual needs, although the separate area for the care of toddlers is not screened effectively to prevent distractions from older children playing. Nevertheless, staff are aware of this and it is being reviewed.

The key person system is established and parents and children have good relationships with the staff. Adults sit with the children at lunchtime and they all eat their packed lunches together, talking about the foods they like and the healthy foods the children have in their lunchboxes, so children gain an early understanding of healthy eating. Children have good relationships with others and with adults. They respond to instructions and attention positively, showing they are keen to help. For example, two children get the spray bottles and cloths to 'clean' the tables before lunch and staff have ensured these are safe for children to use by putting coloured water in them.

Staff encourage good behaviour and praise children who help tidy up. This gives children a positive attitude to learning, which will benefit them as they progress to school. Children help themselves to their trays and store the pictures they have made in these which promotes their independence well. Children enjoy helping staff to pour their drinks at snack times and benefit from healthy choices of fruits and drinks.

Children benefit too from local outings to the library and shops nearby which enable them to learn about their community and the people in it. The staff plan to build their links with local schools and the reception teachers further, inviting them into the nursery and accompanying children to some introductory sessions. They understand the importance of such communications, knowing they will help children to feel more confident when they start school as they will have met some adults working there.

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

The leadership and management have introduced adequate systems to keep children safe and protect their welfare. The premises are safe and secure, and procedures at arrival and collection times are carried out by vigilant staff who ensure they keep children safe at these times. There are clear policy documents available. All staff and students working in the nursery have undergone vetting procedures and are cleared as being suitable to work with children. However, the record of these checks is not always completed quickly and kept up to date, as required. Although this is a breach of a legal requirement there is no impact of this on children's well-being.

The evaluation system continues to evolve and is helping pick up where staff require further training. There is a developing system for supervision of all adults working with the children, including students, and the development of their skills. Staff are positive about improving their skills and attending training, and are building upon their qualifications and skills. They attend a variety of training, for example, to enable them to identify and support children with special educational needs and/or disabilities.

There are thorough records of children's progress although these are not yet used efficiently to plan for individuals effectively. A variety of attractive resources are provided, that interest the children. The staff make good use of storage trays and units which children can freely access. Although children make satisfactory progress in their development, there are weaknesses in the organisation and delivery of some areas of learning, due mainly to some deficiencies in planning. These oversights result in some gaps in the programmes offered, such as for those children who learn better when outdoors

Parents enjoy the opportunities to discuss their children with key staff daily, when they learn about their children's well-being and achievements. The parents spoken to during the inspection all explain how well their children have settled into the new provision, even after only a few days of attending. They feel this is because of the appropriate support from staff and the warm welcome they receive. They feel children are recognised as

individuals and their needs are catered for. Monthly newsletters provide clear information for parents, and encourage them to work with the nursery, for example, by providing healthy lunches. Staff have attended some training so that they are able to offer individual advice and support for children with additional needs and are pursuing ways to extend their contact with local schools.

### 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

<b>Unique reference number</b>	EY446956
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	803306
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	23
<b>Number of children on roll</b>	16
<b>Name of provider</b>	St Mary's (Battle) Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01424 772128

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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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