

St Matthews Nursery and Pre-school

St. Matthews Preparatory School, 100 Park Avenue North, NORTHAMPTON, NN3 2JB

Inspection date	11/12/2012
Previous inspection date	08/12/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- As children settle throughout the day, they make appropriate progress overall as staff plan activities across the seven areas of learning.
- Children with special educational needs and/or disabilities and children with English as an additional language are successfully valued and integrated within the nursery.
- Staff share detailed information with parents as to how their children learn at the nursery. This enables parents to become involved in and to further encourage children's learning and development.

It is not yet good because

- The premises are not sufficiently heated in all areas used by the children in order to keep them warm during the colder weather.
- Staffing arrangements do not always enable babies to follow their usual routines and engage in purposeful activities and opportunities.
- There is no effective planning to suitably occupy the children as they arrive at the nursery.

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 observed activities in the three playrooms and viewed the outside learning environment.
- The inspector had meetings with the owner and manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to a parent as she arrived with her child and looked at questionnaires that parents have completed.

Inspector

Sarah Measures

Full Report

Information about the setting

St. Matthew's Nursery and Pre-school re-opened in 2007 and is privately owned. The Nursery is located in the Abington area of Northampton and operates from a single-storey building. All children share access to secure outdoor play area. The nursery is open each weekday from 7.45am to 6pm.

The nursery is registered on the Early Years Register. There are currently 36 children on roll, of whom eight are under two years of age. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery employs eight members of staff, all of whom hold appropriate early years qualifications. The nursery 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:

- ensure that all areas of the premises used by children are fit for purpose with particular reference to it them being sufficiently heated in cold weather
- ensure that staffing arrangements meet the needs of all of the children.

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

- improve planning as children arrive, so that the activities provided meet their interests and needs and support their development.

Inspection judgements

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

Staff plan a suitable programme of education for children who make satisfactory progress towards the early learning goals as a result. For the majority of the day planning meets children's needs and appropriately supports their development in all of the seven areas of learning. However, the lack of planning as children arrive at the setting, before they settle into their base room, results in the older children being insufficiently challenged. This leads to some unacceptable behaviour and increased noise levels and creates a less comfortable environment, particularly for the younger children. As children settle into their peer groups, they become suitably occupied and choose freely from an appropriate range of activities and learning opportunities. Children develop suitable skills for their future learning as they freely select toys and resources to use to support their play and imagination. For example, pre-school children dress up and play in the home corner; they learn from each other and develop a relevant understanding of the world as they act out real life situations.

Children enjoy creative activities and explore freely with different tools and materials, for example, as they make Christmas cards. Such opportunities encourage children to use their imagination and appropriately develop their concentration and finer physical control. Children enjoy a varied range of activities that help them to understand the world and to value difference because staff include different cultural festivals and look at other countries within activity planning. Staff show suitable understanding of the characteristics of effective learning throughout their interactions which encourage the children and help

to develop their language for communication and thinking. Children show a keen interest in books and stories. They learn new vocabulary and develop their language and literacy as they talk about the pictures and predict what happens next. Children of all ages use developmentally appropriate toys and games that help them to build and construct and look at number, shape and colour. This makes sure they gain relevant opportunities to develop their understanding of mathematical concepts as they play and progress throughout the nursery.

Children generally achieve because they enjoy activities which staff plan around observations of their interests and assessments that identify the next steps in their learning. Children's natural curiosity is appropriately stimulated as staff plan a range of activities for them to choose from, which means most of their learning is through appropriate child-led play opportunities. A good range of information is displayed for parents to see how children learn at the setting. This enables parents to support and reinforce children's learning and development at home. Staff use their assessments to complete detailed transitional documents as children start school in order to effectively support their transition and enable children to be well prepared.

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

Children develop a sense of belonging in the setting because they form appropriate bonds with staff. The key person system supports most of the children in the nursery. However, due to staffing issues within the toddler room, there is currently only one experienced staff member available to act as key person to all of the children in the group. Not all toddlers attend at the same time, which means children still receive sufficient support and attention. Staff develop friendly relationships with parents which support open discussions and the sharing of relevant information to support children in and out of the setting.

Babies settle well because staff work well with parents to share information regarding their needs, routines and starting points as they start at the nursery. Babies develop a desire to explore and learn as they investigate with suitable 'cause and effect' toys and activities. Staff warmly encourage babies and young children to make sounds and to communicate. Again, due to staffing issues, the babies spend time with staff and children in the pre-school group. This is for brief periods only. It is organised to ensure all staff who are not cleared do not work unsupervised, and to make sure adult to child ratios are met which keeps children safe. However, it also means that babies spend some time out of their base room where they are not engaged in their normal routines and access to purposeful play opportunities.

As children progress within the nursery they learn important self-care skills. For example, older children routinely remove their shoes before they take part in yoga sessions. Children enjoy yoga sessions that help them learn healthy habits and to concentrate upon their healthy and bodily needs. Children develop an understanding of the importance of physical exercise as outdoor play forms a regular part of nursery sessions. Children enjoy varied and healthy meals and snacks and show independence as they mature. For example, older children serve their own snacks and capably use adult cutlery at meal times. With the exception of when they arrive at the nursery, children show acceptable

behaviour. Older pre-school children learn to negotiate and share amongst themselves. For example, they look at the clock and time themselves sharing toys. This is a good example of how children learn to be considerate and responsible.

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

The leadership of the nursery is aware of key strengths and weaknesses through appropriate processes of self-reflection. Management are currently working with support from the local authority to complete a full audit of the effectiveness of the care and the learning provision for children within the nursery and to plan for improvements. Managers spend time in the nursery in order to monitor and observe staff practice for continuity of care and to ensure policies and procedure are appropriately implemented and children's needs are met.

Staff keep appropriate records to meet the requirements and to maintain the welfare of the children. Staff know how to recognise the possible signs of child abuse and they know how to report and refer any concerns they have. Information regarding how to raise any concerns, and of how to contact Ofsted as the regulator, is readily shared with parents in order to promote a suitably safe provision for children. Staff carry out suitable risk assessments and safety checks across the provision in order to ensure the safety of the children. Children use appropriate and safe toys, resources and equipment to promote their safety and independence. The nursery is securely maintained and staff check the identity of any visitors carefully in order to keep children safe. During colder weather, it is difficult to heat all areas of the nursery used by the children to an acceptable temperature. Therefore, improvements are necessary in order to ensure children in all areas remain sufficiently comfortable and warm throughout the day.

Staff work co-operatively with outside professionals in order to effectively meet the needs and include children with special educational needs and/or disabilities within the nursery. Children with English as an additional language are welcomed and included also. This promotes an inclusive provision and welcoming environment for all parents and children. Children's learning profiles show they are generally challenged, make suitable progress and are appropriately prepared for school. This is because most planning has been adapted to support the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.

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	EY349315
Local authority	Northamptonshire
Inspection number	891928
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	36
Name of provider	Rachel Patterson
Date of previous inspection	08/12/2008

Telephone number

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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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