

# St Gregory's Catholic Nursery

St Gregory's Catholic Primary School, Grange Road, Northampton, NN3 2AX

## Inspection date

06/02/2013

Previous inspection date

17/04/2007

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Teaching is based on the staff's good understanding of the Early Years Foundation Stage. They are aware that children learn through play and exploration and make good use of opportunities to promote their learning through both informal daily play and structured activities.
- All children are warmly welcomed and fully included in the life of the provision. They are respected as individuals, treated with kindness and their emotional security is given high priority. Relationships with the staff are warm and nurturing.
- Staff value the diversity of individuals and communities. They work hard to support children and their families who speak English as an additional language.
- Close links have been established with the adjoining school which aids effective transitions and partnership working. Consequently, children's needs are met and there is continuity in their learning.

### It is not yet outstanding because

- There is scope to develop staff supervision into management practices so that staff can discuss any issues and improve on their current good practice.

## 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 the nursery room and outdoor play area.
- The inspector spoke to members of the governing body, the manager and staff.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents and discussed self-evaluation.

## Inspector

Ann Austen

## Full Report

### Information about the setting

St Gregory's Catholic Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built unit attached to St Gregory's Catholic Primary School in the Eastfield area of Northampton and is managed by a governing body. There is a fully enclosed area available for outdoor play. The nursery serves the local area and beyond and is accessible to all children.

The nursery employs four members of permanent childcare staff. All members of staff hold appropriate early years qualifications. This includes one member of staff who holds an early childhood studies degree and one member of staff who has obtained early years professional status. The nursery opens Monday to Friday during term time only. Sessions are from 8.50am to 11.50am and from 12.30pm to 3.30pm. Children attend for a variety of sessions. There are currently 46 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

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

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

- develop further performance management procedures to ensure staff supervision is effectively implemented into management practices.

### **Inspection judgements**

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

Children display the characteristics of effective learners and are developing the skills needed to help in the next steps of their learning, including school where appropriate. This is because the staff clearly understand that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. Staff observe and assess children as they play and use this information effectively to plan further challenging activities based on the children's interests and next steps. Staff are currently implementing revised processes to monitor and track children's progress across the seven areas of learning.

Parents are valued as active contributors to their child's learning and development. A good range of procedures enable staff to get to know the children, ensuring that they are well supported and their individual needs are met. For example, staff visit children at their home before they start at the nursery and gather 'All about me' information. Staff then use this information to aid the settling-in and the initial assessment process. Consequently, children settle quickly, feel secure and are keen to explore the range of resources and activities provided. The key person system successfully supports engagement with all parents. Good communication procedures mean that parents have opportunities to share updates about their children and view their assessment files. For example, parents are encouraged to post comments about children's achievements at home on the 'Good news board'. Parents are invited to regular parents' evenings, receive newsletters and staff are currently developing parent training programmes to support

them in understanding more about child development.

Staff encourage children to initiate and extend their own play. They work sensitively with each child and skilfully question and build on their existing skills and knowledge. This effectively provokes their thinking and extends their learning further. For example, while playing with the magnetic bricks children are encouraged to look at the size of the towers they build and learn to differentiate between big and small. Staff encourage children to count the trains. They are encouraged to fit the train track together and to predict if their train will fit through the tunnel on the track. Children discover and tell staff that the train is 'too big'. Interactions such as this encourage children to solve simple problems, while building their confidence to experiment.

Staff develop children's language for communication through their ongoing discussions and interactions. Consequently, children learn to listen, increase their vocabulary, form simple sentences and are able to express their needs, such as asking if they can go outside to play. Children are developing their early literacy skills. They look at books for enjoyment and enjoy sharing picture books and stories with the staff. They are encouraged to recite rhymes, such as 'There are five in the bed'. Children are beginning to give meaning to marks as they draw, for example, they proudly say they have drawn a 'square'. Children who speak English as an additional language have good opportunities to learn the English language. Staff understand that strong foundations in a home language support the development of English. They take time to learn familiar words and phrases, use careful pronunciation of words and phrases and introduce the English language in the context of the children's play. Consequently, children are beginning to develop their vocabulary in English.

Children handle books and resources which represent their diverse backgrounds and a good range of positive images of all children are displayed around the room. They celebrate cultural and religious events, such as Diwali and learn about the role of others within the community. For example, a representative from the police service visits the nursery. Children are offered a good variety of opportunities that promote their physical development. They manipulate dough and handle tools, such as the scissors and glue sticks with growing precision. Children enjoy using large play equipment developing their sense of space and their skills in control, balance and coordination. For example, they enjoy manoeuvring the wheeled toys and climb and balance on apparatus in the adventure playground.

Good use is made of the outdoor area as a learning environment. For example, young children enjoy the sensory and physical experience of making marks on the chalk board. They explore the camouflaged jungle area, dig in the sand pit and enthusiastically tap the triangles and bang the cymbals on the music stand. Staff encourage the children to listen to the sounds of the outdoor environment, such as the sound of the wind. Children have opportunities to learn about the natural world. They plant flowers to learn about growth and play in and feel the texture of the cold snow.

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

All children are warmly welcomed and fully included in the life of the provision. They are respected as individuals, treated with kindness and their emotional security is given high priority. Consequently, children form strong attachments with all staff and display a sense of security as they confidently move around the identified play areas selecting the resources they want to play with. Children seek reassurance if required and naturally include the staff in their play and discussions. New children settle well because staff take time to find out about each child's background, their preferences and usual routines. This helps to ensure continuous and consistent care for the children and effectively aids transitions from the children's home into the nursery. Older children make successful transitions to other childcare provisions because staff establish links with reception teachers. They share information about the children's care, progress and attainment levels.

Children are well cared for in a stimulating, well-resourced and welcoming environment. This effectively supports their all-round development and emotional well-being. For example, pictorial displays depict positive images of others and children are able to freely access a range of designated learning areas within the nursery room. Children have individually labelled coat pegs and their photographs are displayed which successfully supports their sense of belonging. Staff act as positive role models to the children and show care, concern and respect for all. Children learn to share resources, to take their turn on the computer and to include others in their play. Consequently, children are beginning to show appropriate levels of control in their interactions and participation in activities. Children gain a good understanding of how to keep themselves safe. For example, they learn to take appropriate risks as they use the outdoor play equipment and that they need to use their 'walking legs' in the indoor play environment. Children are encouraged to develop their independence and to take responsibility. For example, they pour their own drinks and routinely clear away their plate and cup after snack. Children are actively encouraged to contribute at 'tidy up time'. They enjoy the praise and thanks for helping with the task which effectively builds their confidence and self-esteem.

Children have regular access to the outdoors for fresh air and exercise and are encouraged to be active and energetic, for example, children run on the adjoining school field and participate in team games. Children's individual dietary needs are acknowledged and met because staff take account of the wishes of parents. They are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, children are offered a variety of fresh fruit and foods from other countries for their snack. Children are encouraged to take an interest in food and are often involved in making their snack. For example, children make pizza, sandwiches and jelly. Staff implement effective hygiene routines to enable children to adopt healthy habits, such as washing their hands before eating their snack and after using the toilet. This helps to prevent the spread of infection.

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

Management and staff have a good overview of the educational programmes required to support children's learning and development. They are currently implemented revised

systems to monitor and track children's progress. Staff work hard to provide a good range of experiences which reflect the needs, aptitudes and interests of the children and help them progress towards the early learning goals. Management has recently introduced new systems to monitor the quality of teaching and the overall organisation of the provision. Regular staff appraisals are used to identify training needs. However, while staff regularly discuss issues and nursery practices staff supervision is not yet fully embedded into management practices. As a result, staff do not have opportunities to formally discuss any issues or receive consistent feedback, coaching and guidance in order to continue to improve their knowledge and practice. Management and staff demonstrate a commitment to the continual development of the whole provision. Self-evaluation is used to highlight strengths and areas to improve the quality of the provision. For example, management plans to further develop methods to communicate with families who speak English as an additional language. The recommendations raised at the last inspection have been met.

Management and staff understand their responsibilities in meeting the safeguarding and welfare requirements in order to create an environment that is welcoming, safe and stimulating. They have developed an appropriate range of written policies and procedures to support the safe and effective management of the provision. Vetting and induction processes for all adults who work with the children, or come into contact with them are secure. For example, management obtains enhanced disclosure and barring service checks. This ensures that all staff are checked before they have unsupervised access to children. The arrangements for safeguarding children are secure. Management and staff are clear of their responsibilities towards protecting children from harm and neglect. They are fully aware of the indicator signs of abuse and the procedures to follow should they have any concerns about a child in their care. Risks of accidental injury are minimised during indoor and outdoor activities because staff supervise the children well and carry out daily risk assessments of all aspects of the provision. The premises are secure, staff closely monitor the arrival and departure of the children and a record of visitors is maintained.

Good partnerships with parents ensure that children's care is consistent and their development is promoted. Parents are encouraged to play an active part in their child's learning. For example, 'Stay and play' sessions provide opportunities for parents to play alongside their children and gain a greater knowledge of how children learn as they play. Parents comment positively about the care and learning provided. Close links have been established with the adjoining school. Nursery staff are invited to attend appropriate training sessions at the adjoining school in order to share and develop good practice. Reception teachers regularly visit the nursery and develop relationships with the children and nursery staff. Information about the children's care and learning needs is regularly exchanged. Staff fully understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need.

### **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>	EY338963
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	820699
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	46
<b>Name of provider</b>	St Gregory's Catholic Nursery
<b>Date of previous inspection</b>	17/04/2007
<b>Telephone number</b>	01604 403511

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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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