

St Mary The Virgin Nursery

St Mary The Virgin Primary School, Pheasant Way, Gillingham, Dorset, SP8 4LP

Inspection date	26/03/2013
Previous inspection date	18/01/2007

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

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled in a busy and stimulating learning environment.
- Staff know children well as individuals and promote their good progress well through an effective observation and assessment system.
- Staff are enthusiastic and interact sensitively in children's play and activities.
- Effective partnerships with parents and other professionals enable staff to meet children's needs well.

It is not yet good because

- The provider failed to notify Ofsted of changes in the manager and registered person, which is a requirement.
- The provider does not keep records of staff qualifications, which is a requirement.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed and spoke to children during their activities both inside and outside.
- The inspector carried out a joint observation as agreed with the provider.
- The inspector interviewed the provider and the manager.
- The inspector sampled records and documentation, including children's progress records.
- The inspector took account of parents' views.

Inspector

Brenda Flewitt

Full Report

Information about the setting

St Mary the Virgin Nursery, which is part of St Mary the Virgin CE VA School, in Gillingham, Dorset, registered in September 2006. The nursery is run by the school's governing body and operates from a building within the school grounds. The children have use of school facilities including the cloakrooms, outdoor areas, library and hall. The nursery is open between 8.45am and 3.30pm, during school term times. Children can attend all day, or for morning or afternoon sessions.

The nursery is registered on the Early Years Register only and provides funded early education for three and four-year-old children. There are currently 47 children on roll. Four staff work with the children, all of whom hold early years qualifications.

What the setting needs to do to improve further

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

- extend children's involvement in adult-led activities such as cooking, by, for example, providing individual equipment and introducing recipes to encourage their understanding of information being relayed in print.

Inspection judgements

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

Staff have a good understanding of how children learn through play and exploration. They plan a broad range of activities according to children's interests and stage of development. Children contribute their ideas towards topics, which staff plan to include all areas of learning. For example, a topic about 'sweets' included children learning about their oral health. They were involved in using their creative ideas to make a 'sweet shop' in the outdoor role play area, and enjoyed favourite stories connected with food. Staff do not always encourage children's full involvement in some adult-led activities. For example, when making chocolate nests, children wait for others to have a turn to stir and transfer the mixture, rather than having enough equipment for all to make their own. Staff do not always consider providing recipes to promote children's understanding of using text for information.

Staff promote children's language effectively. Some children use language well to communicate and organise their play. They initiate conversations with friends and adults, and like to talk about events in their lives. Staff implement ideas from initiatives such as Every Child a Talker, to encourage those children who are not talking as well to make

good progress from their starting points. Staff talk with children as they join in their activities, modelling new vocabulary and encouraging children to think and recall. Children practise skills for writing in meaningful situations, such as recording findings, naming their work and during role play. Children are developing a good understanding of number through everyday activities as well as particular games. Children like to count and record the number of children present at registration time. They enjoy number games both inside and outside. For example, they count stones to match the number of dots on a dice, then find the correct corresponding numeral on a container. The outdoor area is well resourced for encouraging exploring and investigating. Children like to build with materials such as crates, house bricks and vehicle tyres. They transfer sand and water using various tools and containers, making sandcastles and measuring the height of their construction.

Staff use a clear and detailed observation, assessment and planning system. They seek useful information from parents when children start at the nursery in order to identify their starting points. Staff make daily observations of children's play and achievements, which they use successfully to help identify the next steps in each child's learning. Staff complete a 'Learning Journey' for each child, which includes dated and annotated photographs, and a record of observations clearly linked to stages of development. Parents share their children's achievements at home via 'wow' certificates, which children then like to celebrate with their friends. Staff are aware of their responsibility for completing progress checks for children aged between two and three years.

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

Children enjoy coming to the nursery and they make good relationships with staff and one another. The effective key person system enables children to develop trust and settle quickly in the friendly environment. Key persons use the information they gain about children's interests and background to help them feel comfortable and secure. Children are confident to make their needs known, as they can be sure of a friendly and caring response. Children behave well. They learn what staff expect from them through familiar routines and clear explanations. Children respond well to tasks of responsibility, such as helping at the caf-style snack bar. Staff regularly praise children for their effort and achievement, clearly stating what they have done well. Children enjoy receiving stickers, certificates and awards for their achievements. This helps boost children's confidence and self-esteem. Children learn about aspects of their own safety. They are involved in carrying out risk assessments of their play environment, identifying hazards, and recording their findings. Children understand what staff expect of them in an emergency, because they are involved in regular fire drills.

Children confidently move around the nursery. They make their own choices from a good range of resources, both inside and outside. Staff store play equipment thoughtfully, at low level with written labels and pictures. This means that children can easily select for themselves and extend their own play and learning. Children practise good routines for personal hygiene and they start to use toilet and hand washing facilities independently. They make choices from healthy options at snack time, such as fresh fruit and vegetables, crackers and cheese. Children develop independence in practical skills such as peeling fruit

and managing their own outdoor clothing. Staff prepare children well for their move to school. Children share facilities with the school and take part in school events. This means they are familiar with the premises and people, which contributes to a smooth start in the reception class.

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

The inspection was brought forward following concerns about inconsistencies in the staff team and continuity of care for the children. The inspection found that the provider failed to inform Ofsted of the change in manager and nominated individual to represent the registered provider. It is a requirement to do so. On this occasion, Ofsted does not intend to take further action. However, there is limited impact on the children as the staff are stable, suitably qualified and provide good quality of care and education for children. Overall, the suitably qualified staff have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements. Staff implement clear policies and procedures that promote children's welfare and safety. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. Staff keep their knowledge up to date through regular training. There is a detailed policy for staff to refer to, which they share with parents. Appropriate recruitment procedures mean that staff are checked for their suitability to work with children. However, the provider does not keep a record of staff qualifications, which is a requirement. Nonetheless, staff are suitably qualified and they show their qualification certificates to the provider at interview. Staff complete risk assessments and daily checks so that they provide a safe environment for children to play. Effective staff deployment means that children are well supervised, in order to keep them safe and support their learning.

Staff establish effective partnerships with parents. Staff supply detailed information about the nursery by way of written policies, regular newsletters and displays. Staff seek information from parents when children start at nursery that enables staff to meet their individual needs well. Parents' contributions are encouraged towards their child's progress records. Parents praise the effective communication and the progress their children are making. Partnerships with other professionals are good. Staff share useful information with other early years providers when children also attend other settings. They have regular contact with other connected professionals in order to fully support children with specific needs.

The provider has successfully addressed the recommendations set at the last inspection, which has improved aspects of children's behaviour and learning. There are clear systems for monitoring staff effectiveness. Regular supervision and 'personal management reviews' help identify any training needs. The Acting Head Teacher has a clear overview of the assessment of children's progress. She monitors how key persons are managing the 'Learning Journey' folders and uses computer software to identify any gaps in children's learning. School teaching colleagues visit regularly to complete observations of staff

teaching practice. Ongoing reflective practice based on the children and how they learn and use resources, helps to identify clear targets for improvement. For example, staff are improving the outdoor learning environment, ensuring that all areas of learning are promoted.

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 action. 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	EY335272
Local authority	Dorset
Inspection number	910040
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	21
Number of children on roll	47
Name of provider	St Mary the Virgin C of E VA School Governing Body
Date of previous inspection	18/01/2007
Telephone number	01747 824446

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

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