

Childcare @ St Georges

Childcare at St. Georges, Broadway, Wakefield, West Yorkshire, WF2 8AA

Inspection date	15/04/2013
Previous inspection date	28/03/2012

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Highly skilled staff have excellent knowledge of how children learn and couple this with a very secure knowledge of each child's individual needs. This enables very successful promotion of children's care and learning.
- Children are highly motivated and consistently demonstrate the characteristics of effective learning. Staff have very high expectations of themselves and children and use their expert knowledge and understanding of how children learn through exciting, fun and challenging opportunities, to provide an educational programme that stimulates and engages all children.
- There is a buzzing atmosphere where practitioners are proactive and passionate about childcare; their energy is infectious having an extremely positive impact on both other practitioners and children.
- The effective use of the local allotments enables all children to develop an understanding of the wider world.
- Children's welfare is expertly safeguarded as all practitioners have comprehensive knowledge of the safeguarding policies and procedures.
- Children's needs are outstandingly well met through highly effective partnerships between the nursery, parents and outside agencies.

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.

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 the four playrooms and the different outdoor areas.
- The inspector spoke with the manager, the provider and different practitioners at regular intervals throughout the inspection and made observations of the children present.
- The inspector observed all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector spoke to a variety of children during play.
- The inspector visited the allotment with a group of older children and two practitioners.

Inspector

Hayley Gardiner

Full Report

Information about the setting

Childcare @ St Georges was registered in 2000. It is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms on the ground floor of the community building in the Lupset area of Wakefield. The nursery has its own entrance. There are three enclosed areas available for outdoor play and an allotment for children and practitioners to use.

The setting employs 20 permanent members of childcare staff, all of whom hold appropriate early years qualifications. The setting opens Monday to Friday all year round, from 8am until 6pm. There are currently 106 children on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider ways to enhance the very informative display boards to be less topic based and to celebrate and focus on the excellent examples of children's work.

Inspection judgements

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

The quality of teaching is excellent and consistent throughout the nursery. Systems to assess children's starting points during the settling-in period and the later transitions through the nursery are very secure. Planning is thorough, embracing the needs of all children that are identified from meaningful observations and assessments. All practitioners are highly experienced with an extensive knowledge of how children develop and how this links to the early learning goals. They have a thorough understanding of each child's care and learning needs, which results in all children making excellent progress in their learning. The precise information they keep on each child enables staff to plan highly imaginative and stimulating learning activities for the children. For example, young children who are interested in the small world farm are given the opportunity to make cress fields for the animals to be on. Children plant the seeds and observe them as they grow. All practitioners and children are extremely confident, energetic and enthusiastic. The practitioners work exceptionally well together. They support each other, ensuring that they all fully understand the welfare and learning requirements, their roles and responsibilities. As a result, children are flourishing from the care they receive.

Practitioners instinctively challenge and extend children's thinking as they play. There is an extremely high level of willingness from children to take control and participate because they feel very much part of the decision-making process. For example, when the children visit the local allotments, they like to share ideas, make suggestions, ask questions and explore the environment using their own ideas to plant the potatoes, beans and carrots. Children choose where to put the seeds and take control of their own 'mini adventure' through the wooded areas. The practitioners provide children with outstanding opportunities to think by skilfully questioning them during play; they think about the answer and respond appropriately. Lots of praise is given for their successful answers, boosting children's self-esteem in preparation for school. Further learning opportunities, such as snack time, encourage children to develop friendships and personal, social and emotional skills. Children freely select play resources of their choice from the playroom and show particular interest in heuristic play and sensory play.

Babies and young children have a flexible and stimulating environment in which to play and learn. For example, two children excitedly find their own paper aeroplanes and start to throw them to each other; they enthusiastically speak about lengths, distance and measurements within this and excitedly begin to role play, talking about the sky and clouds. Children enjoy and develop their physical skills as they climb over equipment and ride the bikes, skilfully negotiating space in the outdoor provision. Older children take part in circle time where practitioners enthusiastically call the children's names and clap their hands. This highly positive interaction by the staff encourages the children to join in and enjoy the session fully. They give the children lots of praise. The high quality interaction supports the children to obtain the confidence to develop and master these new skills. Staff role model the actions of 'Makaton', rhymes and songs. This excellent interaction encourages children to join in alongside their peers and learn how to use their bodies to match the actions of the songs.

Children's literacy skills are well supported because books are freely accessible for them to choose from and enjoy. One little girl shares a book with the inspector, looking at the pictures and saying simple key words. Children have many opportunities to make marks, resulting in their early handwriting skills being developed well. The setting's layout draws children's attention to displays, signs, labels, marks and symbols. There is room to enhance the very informative displays to focus more sharply on the excellent examples of children's work to boost their self-esteem even further.

The interests of the children are fully combined into the planning of the activities exceptionally well. This excellent planning effectively results in children being extremely interested and highly motivated to learn. Practitioners assess the children and track their progress to provide regular and accurate information for parents. Parents contribute their views on their children's learning and, together with staff, they share ideas for children to continue their learning at home. This highly effective partnership increases children's ability to make rapid progress in their learning and development. Practitioners are motivated and eager to include parents and exchange information about children's learning and development, they consistently create new ways of doing so, such as the 'celebration of children's learning day' and 'proud parents' boards.

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

Children are very happy and settled in the warm and welcoming environment. All children show a strong sense of security and belonging within the setting. Children benefit from a highly effective key person system. Transition procedures between rooms are very well designed. Children are supported into the next room well, which aids familiarity and well-being. Consequently, the children feel confident as they change rooms. Staff are highly skilled in recognising the individuality of each child and providing for their different needs and interests. The relationship between the key person, the children and their parents is highly effective in ensuring outstanding outcomes for all children. Babies and toddlers are confident to explore their surroundings, safe in the knowledge they have the support of nurturing staff and can feel secure. They form close attachments to the staff and, as they get older, they begin to enjoy cuddling close to the staff to read books.

Practitioners use highly effective strategies to help children develop their independence and learn new skills. For example, children are provided with the space and time to master the skill of using a knife and fork. Older children are encouraged to pour their own drinks. This helps develop their hand-eye coordination, preparing them extremely well for their next stage of development. Staff offer lots of praise and encouragement giving the children the confidence to practise these skills under their close supervision.

The setting provides a superb, highly inspiring environment where children can play and learn. The rich and varied play areas, with well-chosen, high quality play resources, effectively support all areas of children's learning and development. A harmonious atmosphere is evident throughout and children behave extremely well. This is because practitioners skilfully guide children towards using effective skills in playing cooperatively. For example, children who want the same toy are spoken to and asked to problem solve between themselves; children quickly decide that if they share they both benefit. Practitioners encourage children's personal independence and decision making.

Exceptionally good attention to hygiene practices and healthy lifestyles is evident at all times. Children enjoy nutritious, healthy snacks, such as fruit, and parents fully support the successful healthy lunchbox policy to ensure continuity in this approach. Children enjoy lots of fresh air and exercise and benefit enormously from being able to play outdoors when they wish. Practitioners make excellent use of the secure outdoor area to promote children's good health and physical development. Children relish in using some areas of the church grounds, which further promote aspects of their physical play. For example, regular trips to the allotment further support children's physical development and enrich their understanding of the wider world and how to be safe on journeys.

Practitioners prepare children extremely well for the move to school and for their future learning. This is because children learn exceptionally positive skills and attitudes to exploring and learning, building friendships and their self-care. Practitioners forge superb links with schools and have developed excellent relationships with the local teachers.

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

The inspirational leadership of the nursery team encourages an extremely inclusive environment, where adults and children feel valued and respected. Children's care, welfare and learning is significantly enriched by the highly effective way in which the setting is led and managed. The room leaders work tremendously well together as a team to frequently evaluate the provision and identify areas for improvement. There is a buzzing atmosphere where practitioners are proactive and passionate about childcare; their energy is infectious having an extremely positive impact on both other practitioners and children. The input of all practitioners, parents and children is acted upon to ensure the provision is of a high quality so that all children's needs are met. Appraisals and regular discussions with the management team ensure that practitioners' training and professional development is personalised to their needs and to those of the nursery. They then share this knowledge, and that which they gain on training courses, and cascade this at meetings.

Children's welfare is expertly safeguarded as all practitioners have comprehensive knowledge of the safeguarding policies and procedures. Following a previous inspection by Ofsted the setting was asked to improve the process to inform local agencies of any incidents involving children in the setting. This inspection has found that there is a very effective system to ensure that all relevant agencies are kept informed of matters affecting the children in the setting. Completion of training with regard to child protection means they are fully up to date with current practices. They are skilled to effectively recognise any child who may be at risk of harm and take the appropriate action. Robust risk assessments of the premises, completion of regular fire drills and adults being qualified in first aid means children's well-being is never compromised. Recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a comprehensive induction programme, which extends throughout their probation. Management of staff is of a particularly high standard. The manager has clear consistency in her high expectations of staff. Supervision is regular and all practitioners have opportunities to develop their professional skills and knowledge.

An extremely robust and thorough self-evaluation and reflection system is embedded throughout the setting, which takes into account the views of staff, children and their parents. This comprehensive evaluation is formed from the careful monitoring of the setting, with a clear drive for continual improvement. The staff are highly dedicated to continually improving the outcomes for the children and their families. Staff analyse different areas within their individual rooms on a regular basis to review and set actions for further improvements. For example, they have implemented plans and strategies to develop parents' involvement in the setting by arranging days to celebrate children's learning. This provides parents with a practical insight into the activities their children enjoy every day.

All practitioners have an extraordinary knowledge of the educational programmes. Consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress quickly and successfully towards the early learning goals. Children's needs are outstandingly well met through highly effective partnerships between the nursery, parents and outside agencies. Parents are complimentary about the nursery and the service it provides. They comment how 'motivating', 'welcoming' and 'flexible' the staff are and how their child 'never wants to go home'. School teachers are

also invited into the setting to talk at length with the children's key workers. This sharing of information about their learning and development, prior to the children leaving the setting, supports the transition process into school extremely well.

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 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	503017
Local authority	Wakefield
Inspection number	907144
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	106
Name of provider	St George's Lupset Ltd
Date of previous inspection	28/03/2012
Telephone number	01924 330260

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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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