

St Paul's Cray Nursery

St. Pauls Cray C of E Primary School, Buttermere Road, ORPINGTON, Kent, BR5 3WD

Inspection date

25/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The motivated and committed staff team provide good quality care and education for all the children.
- Staff provide children with stimulating activities and resources which help children become independent learners.
- Children's development is given priority by confident staff. Children who require extra support are identified quickly and provided with the support needed to help them make progress.
- Children have easy access to a good range of resources. The play areas enable children to make their own choices.

It is not yet outstanding because

- Staff do not fully promote opportunities for children to develop their mathematical learning through the environment.

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 with the children as they took part in activities in the play environment and in the garden.
- The inspector had discussions with the staff and manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.

Inspector

Claire Douglas

Full Report

Information about the setting

St Paul's Cray Nursery is part of St. Paul's Cray Church of England Primary School in Orpington, within the London Borough of Bromley. It registered on the Early Years Register in 2012. The nursery operates from a classroom within the early years unit at the school and children have use of an enclosed playground. The nursery is open each weekday from 8.45am to 3.10pm during term time. Children can attend for morning or afternoon sessions or all day. The nursery offers places to children aged two, three and four years old. The nursery supports children who have special educational needs and/or disabilities and children who have English as an additional language. The nursery receives, for the provision of free early education, funding for two, three and four year olds. There are currently 44 children on roll, all of these are in the early years age group. There are five staff who work at the nursery, all have relevant childcare qualifications. The nursery manager has qualified teacher status.

What the setting needs to do to improve further

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

- enhance children's curiosity about numbers as they play, for example, by displaying numerals in purposeful contexts around the environment. Indicating where things are kept and encourage children to work out where things belong.

Inspection judgements

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

Staff have good relationships with children and parents. They develop these before the children start so that they understand their background and needs. For example, staff offer a home visiting service to help children feel confident when they start at the nursery. Parents are encouraged to gradually settle children, staying with them for as long as necessary. During this time, details of children's starting points, individual needs and routines are gathered. This helps to ensure that children settle quickly and that staff meet their specific needs. Staff record observations of children's achievements, identifying their targets to share with parents so that there is continuity of learning. They use relevant guidance to assess children's progress closely. The manager coordinates with the local authority's guidance and staff for the completion of the required progress checks for children aged between two and three years.

Children enjoy a wide variety of activities, using good quality resources, which help them make good progress in their learning. This effectively prepares them for the next stage in

their development and for entering the reception class at school. Staff talk to children as they play, extending their language and communication skills well. They support children's knowledge of mathematics when discussing shapes. Children enthusiastically describe what shape they can feel inside the bag, how many sides it has and what it resembles. For example, 'It feels like a wheel, so it must be a circle'. Children are encouraged to count throughout the routine, singing number songs or counting coins, caught from the water tray. Children enjoy, and learn from, displays around the environment. However, staff do not label resources with numerals, to develop children's understanding of numbers and indicate where things belong. Children enjoy sharing books with each other and choosing a favourite story to take home and share. They can access books independently and the books are consistently of good quality developing children's use and enjoyment of books.

Staff enhance children's interests in the wider world as they celebrate the children's extended families. A map shows where children's relatives live around the world. Promoting discussion and learning about different cultures and ways of living. The nursery celebrates a range of festivals. For example, they acknowledge Chinese New Year by making a Chinese stir fry. Children develop their physical skills through weekly challenges when taking part in Forest School. Here they enjoy climbing over logs or jumping across the muddy puddles. The children access the playground independently through the free flow system. Good apparatus for developing children's physical skills are accessible. For example, a high wooden play house with a ladder and a slide attached and a range of buggies and rocking toys are enjoyed daily. Staff assess children's development well. Individual play plans clearly identify children's next steps. These are especially helpful for identifying when children need extra support. Staff share progress reports with parents through regular meetings, homework tasks are shared, involving them in the children's learning. Verbal discussions take place daily, along with daily logs and newsletters to ensure communications stay current. This helps parents to continue their child's learning and develops stronger links between the setting and home.

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

Children are confident, happy and settled. They form secure attachments with the staff who are warm and responsive to their needs. This supports their emotional and physical wellbeing. Staff arrange small group sessions to fit in with the children's individual routines helping them feel settled and secure. Daily risk assessments help to ensure that staff remove potential hazards and the environment is suitable. This means children's independence and confidence can grow as they move freely and safely around the nursery. Children select from a good variety of age appropriate, safe and suitable play materials, both inside and out. Children gain an understanding of risks and how to keep themselves safe as safety rules are discussed throughout the routine. For example, they talk about many aspects of keeping safe when at forest school, such as how to dig with a metal shovel and how to hold the stick when whittling with a potato peeler. Children are also included in regular fire drills.

Children's good health and well-being are given careful attention by the staff. Healthy eating is promoted through the provision of fruits at snack time. The nursery benefits from

being part of a free fruit scheme, so a range of fruits are on offer daily. Children can bring packed lunches or choose a school lunch if they are staying all day. Healthy lunch boxes are promoted to parents, sweets or fizzy drinks are not allowed. All children's dietary needs are logged carefully ensuring all staff are aware. Children help to serve the snacks. This helps to develop independence and their personal, social and emotional skills. Staff use meal times to discuss and develop children's understanding of the benefits of healthy eating. Children understand the importance of good hygiene. They know that washing their hands after playing in the garden and before eating 'gets rid of the dirt and germs'. They enjoy exercise and fresh air daily. The staff team follow careful procedures when assisting children with their personal care. Nappies are changed regularly and staff record this so that parents are kept up to date. Independence is encouraged with toileting, helping to prepare them for school. Staff make use of disposable gloves when necessary, which helps reduce the risk of cross contamination.

Good systems support children learning English as an additional language and those who require support with language and communication skills. For example they partake in regular small group times to help develop children's language and social skills. Children who have additional needs are well supported. Key staff work closely with other professionals such as speech and language therapists and health visitors to enable the children to reach their full potential. Staff promote children's understanding of the need to share and take turns and to respect each other's feelings. This is achieved through acting as good role models and by the use of puppets to demonstrate good manners and social skills. As a result, children are self-motivated, confident and aware of their boundaries and expectations for good behaviour.

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

The staff team clearly understand their duty to protect children. There is a comprehensive safeguarding policy and procedures in place, which staff know and implement well. All staff receive safeguarding training, which helps them to promote children's welfare effectively. Robust recruitment and vetting procedures help ensure adults working with the children are suitable to do so. This helps ensure all children are cared for by qualified staff, with dedication and commitment to their care and education. There are clear systems in place to make sure that adult: child ratios are met at all times. The manager identifies when she requires additional staff and uses familiar staff from the school. Consequently, there are always sufficient qualified adults working directly with the children. Staff have regular opportunities for meeting with the manager and appraisals. Together they identify training needs to enable all staff to update and expand their knowledge, improving outcomes for children.

The manager works alongside staff, acting as a good role model and observer of practice. Staff observe, and record children's achievements these are then tracked by the manager in accordance with their age and stage of development. This process ensures that all children are progressing in their development. Staff are actively encouraged to feedback their views on management and team decisions. This system encourages staff to reflect

on their practice and helps with continual assessment of the quality of the provision. The manager checks the effectiveness of the provision through continuous monitoring of practice. Self-evaluation processes are in place to assess how well the provision meets the requirements of the Early Years Foundation Stage framework. Staff and parents are encouraged to contribute to the self-evaluation processes. Staff provide input at team meetings and parents contribute through questionnaires and verbal feedback. Plans for improvement are relevant and ongoing. The whole team are conscientious with an aspiration for quality care and continuous development.

Staff develop good partnerships with parents. Parents and carers express positive comments about the nursery and commitment of staff. They acknowledge how staff provide a happy, caring and stimulating environment for their children to learn in and they are confident that their children enjoy coming. The nursery has good systems for sharing information with other agencies where relevant. Links are encouraged with other providers, in particular the adjoining reception class and other local primary schools to provide continuity of care and meet children's individual needs well.

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	EY455545
Local authority	Bromley
Inspection number	899408
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	44
Name of provider	St Paul's Cray C of E Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01689 873519

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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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