

St Clements Nursery

22 Ashley Close, BOURNEMOUTH, BH1 4PE

Inspection date

Previous inspection date

24/06/2013

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 experienced and dedicated management team have a comprehensive understanding of how to provide high quality care and implement effective procedures to enable them to achieve this.
- The highly qualified staff team provide exciting activities and effective support; consequently, children thrive and make good progress in their learning.
- Management monitor all areas of the nursery and children's learning thoroughly which helps them identify areas for further development and continuously improve.
- Children become confident and independent individuals with an enthusiasm for learning.

It is not yet outstanding because

- Management do not regularly help children to understand safety routines they need to follow in an emergency.
- There is not a wide range of resources available in the garden to fully extend children's independent play.

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 activities inside and outside.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspector examined and discussed reports from the local authority and self-evaluation documents.

Inspector

Marilyn Joy

Full Report

Information about the setting

St .Clements Nursery registered 2012. It is situated within Boscombe Children's Centre close to the centre of Boscombe, Bournemouth. The nursery is one of two privately owned by the same partnership. It is on one level with a secure garden for outdoor play. The nursery is open Monday to Friday from 9am to 12pm and from 12:45pm to 3:45pm, term time only. The nursery is registered on the Early Years Register and there are currently 65 children on roll. The nursery is in receipt of free early education to children aged three and four years. It supports children with special educational needs and/or disabilities and those who have English as an additional language. The nursery has links with other early years settings in the area. There are 15 staff who work with the children. There is one member of staff with Early Years Professional Status, two with a level 6 qualification and two who hold early years qualifications at level 5. In addition there are seven staff with early years qualifications at level 3 and three at level 2. The nursery works closely with the Early Years Development Worker, Bournemouth Early Years Quality team and the Special Educational Needs team.

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 understanding of how to keep themselves safe by talking about safety routines and give them opportunities to practice them, for example, by practising the fire drill

- enhance the outside area by providing children with more choice and a wider range of resources at child height so they can develop their projects and ideas while they are important to them.

Inspection judgements

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

Children achieve well. They make good progress in all areas of their learning and, overall, benefit from high quality support and teaching. Staff complete regular observations and accurately monitor the progress children are making. Staff identify children's next steps for learning and successfully promote these during planned activities and incidental opportunities as they play. Staff interact with children in a number of ways so they all have good opportunities to learn in a way that suits them. For example, staff spend time working individually with children and in small groups. They organise large group circle

times and this helps children prepare for school. In addition, it helps children develop confidence with speaking and contributing their ideas. Staff successfully maintain children's attention at circle time because they are well prepared.

Children spend time with their key persons when working in small groups. These activities are generally well organised. For example, during an activity to encourage early writing children practise using crayons, chalks and pens. They draw lines, form shapes and begin to write their names. Staff easily extend activities. For example, when a child puts their hand on the paper a member of staff suggests drawing around it. Staff are interested in what children are doing and communicate with them all the time. Staff successfully support language skills, introduce simple problem solving and talk about shapes and size. Staff tailor activities to children's individual needs and challenge more able children.

Children are enthusiastic and interested learners who benefit from an exciting environment that challenges their all round development. Overall, there are plenty of resources for them to choose from and most are at child height so that they can help themselves whenever they want to. Staff set up a variety of toys and equipment in the garden and add more to support children's emerging interests, such as charts to record the mini-beasts they find. However, there are not many resources stored in the garden so that children choose freely. Consequently, children cannot independently develop their projects and ideas while they are still fresh in their minds. Space is well organised and staff are deployed effectively so that children can move freely between inside and outside.

There are a number of children attending the nursery with special educational needs and children who are learning English as an additional language. They are all progressing well because staff understand their individual needs and implement effective strategies of support. They use prompt cards, Makaton signing and model clear speech to help children understand and encourage speaking. Staff record the progress children are making and discuss this at staff meetings so that they are all well aware of them. There are clear procedures for completing progress checks for two-year-olds, identifying any concerns and sharing this information with parents.

Overall, children experience a broad range of activities at nursery. The craft area inside has plenty of materials for children to experiment with. They learn how to fix different materials together and create their own models. They take turns when playing lotto and learn to look closely at the picture so they are matching cards correctly. Children develop their imaginations and create their own storylines in the role play area and when playing with the small world figures and play sets. Staff expertly create a successful learning environment where children thrive.

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

Many children are new to the nursery and are still settling-in. This is not evident from the happy and confident manner in which they arrive and quickly choose what they want to do. It clearly demonstrates how effective settling procedures are and the strong emphasis placed on promoting children's personal, social and emotional development. Each child has

their own key person who focuses on their individual needs and supporting their progression. Staff spend time talking to children and showing them they care. Children benefit from the frequent praise and encouragement they receive. They like the stickers they receive for 'doing a good job' when tidying up. This boosts their confidence and self-esteem. Staff are good role models. They use a calm, consistent and caring approach to guide children's behaviour and help them understand what is expected. They consistently use picture cards to show children what they needs to do, such as, listening and being quiet at circle time so they can hear. Staff use these cards sensitively and well. They sit with children and help them to concentrate and focus their attention which is good preparation for school. Staff liaise with local schools so they can help ensure this move is as smooth as possible.

Children successfully develop their physical skills as they balance on wobbly and musical stepping stones, learn how to use stilts and balance around the large wooden structure in the garden. Children develop their hand-eye coordination in preparation for later writing when using different tools and materials. For example, they learn how to use knives to cut up fruit for snack and pinch pegs together when hanging up their pictures. Staff help children to use equipment safely. For example, they talk to them about knives being sharp and demonstrate how they should hold them. However, they have not talked about or practised emergency routines, such as the fire drill, so that children become equally competent. Consequently, children are not familiar with what to do. Overall, children receive good support to help them understand about staying safe.

Children enjoy their snack. They choose what they would like from a selection of nutritious foods. They learn about healthy choices because staff introduce this skilfully into conversations about the foods they are eating. Children become increasingly independent in their personal care and managing tasks for themselves. They learn good hygiene habits and why they need to wash their hands. They help themselves to tissues to blow their nose and do not need reminding to throw it away in the bin. Children also learn to clean their hands afterwards to help prevent the spread of infection.

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

Management have a thorough understanding of the Statutory Framework for the Early Years Foundation Stage and their responsibilities. They implement effective policies and procedures to help ensure all the requirements are met and children make good progress in all aspects of their learning. They use robust systems for recruitment and employment of staff and checking their suitability to work with children. This includes comprehensive induction and performance management procedures and helps ensure staff have a clear understanding of their roles and responsibilities. Staff demonstrate an accurate understanding of how children learn and their individual capabilities. Consequently, outcomes for children are good.

Management and staff place a strong emphasis on keeping children safe and protecting them from harm. Everyone has a clear understanding of child protection issues and the

procedures to follow if they have concerns about a child in their care. The safety of the premises is checked daily and there are clear systems for maintaining the security of the premises. Staff have a clear understanding of emergency procedures and what to do if a situation arises, such as a fire. However, they have not regularly practised this with the children to help them learn about safety routines or to check that procedures work as planned. Management are fully aware of the importance of such procedures and make sure staff know how to evacuate the premises in an emergency.

Management have high expectations for children and the nursery and they have experience of delivering high quality care for children. They have clear actions plans for further development of this new provision to enhance the good standards already achieved. Staff are extremely enthusiastic and keen to support continuous improvement through careful monitoring and evaluation of their practice and children's learning. Management work closely with the local authority and the Children's Centre to support children's individual needs and the community. Management seek the views of parents, children and other professionals to help them identify areas for further development.

Management and staff develop extremely positive relationships with parents. They fully involve them in children's learning and life at the nursery. Parents receive clear information about the nursery and have ample opportunities to speak to their child's key person and management. Parents comment on how well informed they are and the nurturing environment provided. They appreciate the supportive settling-in routines when their children first attend and the ongoing reassurance and information they receive. Staff work closely with other professionals to support any additional needs and achieve continuity in children's care and learning.

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	EY458057
Local authority	Bournemouth
Inspection number	899027
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	65
Name of provider	Elaine King & Rachael Ann Louise Hills Partnership
Date of previous inspection	not applicable
Telephone number	01202391505

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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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