

The Nursery, St Peter's Church

St Peter's Church, Buckland Road, Maidstone, Kent, ME16 0SL

Inspection date	27/06/2013
Previous inspection date	16/11/2009

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		2

The quality and standards of the early years provision

This provision is good

- The committed and motivated leadership and management of the nursery provide good systems to support the professional development of the staff to improve their practice, knowledge and understanding.
- The key person approach is implemented well to enable good relationships between the staff and children, supporting their confidence and self-esteem.
- Children play in rooms that are spacious, welcoming and with a good range of resources appropriate to their age and stage of development.
- Partnership with parents is given high priority by the staff to ensure that effective, targeted support is implemented to meet children's individual needs.

It is not yet outstanding because

- On some occasions staff do not allow the routine of the day to be flexible, resulting in children wasting time waiting, for example at meal times and nappy changing.
- There are very few labels in all the rooms, especially the pre-school room, to enable children to learn about words and link words with meanings.

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 majority of the inspection was spent observing staff and children in each room, during activities and care routines, such as nappy changing.
- Documentation was sampled and reviewed, including safeguarding procedures and risk assessments.
- Joint observations with the manager were carried out in all four rooms.
- Parental views were obtained through discussion on the day.

Inspector

Jane Wakelen

Full Report

Information about the setting

The Nursery, St Peter's Church Day Nursery opened in September 2002 and operates from four play rooms in a renovated church in Maidstone, Kent. Three rooms are on the ground floor, with the pre-school room on the first floor. All children share equal access to an enclosed, outdoor play area. The nursery is open each weekday from 7am to 7pm all year round, with the exception of public holidays.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 104 children aged from three months to under five years on roll. Children come from the local and wider community. The nursery currently supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery provides funded nursery education for two, three and four-year-olds.

The nursery employs 28 staff, 22 of whom hold appropriate early years qualifications. The manager has a BA (Hons) in Early Childhood Studies and has achieved Early Years Professional Status (EYPS).

What the setting needs to do to improve further

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

- further develop opportunities for children to experience a rich print environment where they can begin to learn about words, for example names, signs and posters

- review the routine of the day to ensure it is used in a flexible way to enable children to sustain periods of concentration and not waste time waiting, such as for lunch to arrive.

Inspection judgements

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

Staff are well qualified and have a good understanding of the Early Years Foundation Stage learning and development requirements. They use their knowledge of the individual children, obtained through observations, to plan stimulating, exciting opportunities. For example, children play with jelly and shaving foam, and plant tomato plants and flowers. Observations are recorded to note children's learning and this is used to provide a 'scrap book' record for each child's learning journal. For the younger children observations are

carried out in the prime areas and two year progress checks are completed. These are then shared with the parents and the health professionals to monitor the child's development. Plans are implemented on a weekly basis, taking into account the observations to provide continuous learning opportunities for children. These records are enhanced by parents who are encouraged to contribute to children's learning records, sharing their knowledge of their children's achievements and interests at home. Consequently, staff are able to get to know their key children very well.

Staff provide encouragement and support for children as they explore their environment. For example, children show fascination at the spider they have caught in the bug pot. The adult uses appropriate questioning to identify whether it is a fly or a spider by the number of legs it has. This conversation leads on to other bugs and children go in search around the garden prepared with their magnifying glass. Non-mobile children are taken on walks in the buggies to learn about their environment or sit on mats in the garden. Staff provide children with a range of objects and toys encouraging them to explore through their senses. Toddlers and pre-school children play in the sand pit with bare feet, enjoying the feel of the sand. They learn about plants and how they need water and the sun to grow.

Children demonstrate good language skills as they talk to each other in their play, telling their friends to watch them as they climb to the top of the climbing frame or as they use their imagination when they are hunting for a bear. Children use speech well, with staff supporting all children in developing their communication skills. For example, babies babble and practice simple words and staff repeat words helping children hear the word clearly. Toddlers talk to staff as they play in the role play area, with staff providing additional vocabulary.

Books are promoted in all rooms, with each room providing a cosy area to sit and share books. Staff read stories and support children in developing their listening and concentration skills. However, print is limited throughout the nursery, especially in the pre-school room where children do not see many labels or signs to help them link words with their meaning. Pre-school children have a good knowledge of number as they play a domino game, counting the spots and matching them with another piece. Children count in their play and use mathematical language such as 'I am on a big bike' and 'I saw a tiny, tiny fly on the flower'. This demonstrates children's developing mathematical skills.

All children are included and involved in the nursery activities and staff provide a specific targeted approach where necessary, to enable all children to achieve. These individual programmes are planned with the support of the parents and reviewed on a regular basis. Children with English as an additional language are also well-supported with the support from the inclusion coordinator. Basic words in the child's home language are prepared by the parent and key person and used to supplement the child's understanding and settling-in process. The nursery prospectus has been translated into many different languages to provide good information and support for parents.

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

Staff use the key person approach well to provide individual support and encouragement to each of the children. Consequently, good relationships are well developed in all rooms. Staff carry out intimate care routines for their key children, such as nappy changing, providing the children with one main carer and promoting their sense of security. Children are settled in all rooms and confident, often approaching staff for a cuddle or to share something with them. Children move around their rooms, making choices and learning about taking turns and sharing the toys with support from the staff. Children behave well and demonstrate a good understanding of the rules of the nursery. They show care to their friends and enjoy helping. For example, one child went to fetch the tissue box for his friend and then returned it when his friend had finished using it. Staff acknowledge this act with praise and recognition, which promotes children's self-esteem. Other children happily help tidy away the toys when preparing for lunch time. Staff promote children's independence through encouraging children to go to the toilet and wash their hands independently and to put on their jumpers and shoes.

Staff provide lots of opportunities for children to learn about living a healthy lifestyle. Children are encouraged to participate in daily outdoor activities using a good range of resources, while benefitting from fresh air and exercise. They learn about personal care routines, such as washing hands before eating and many of the older children can explain why this is important. Staff implement effective hygiene routines for food preparation and nappy changing to prevent children from cross infection. For example, gloves and aprons are worn, with antibacterial spray used to clean the mat between uses. Staff understand the importance of children having their own bedding and actively promote good procedures for monitoring children when sleeping, including using CCTV. Each child follows their own routine, supporting their security and familiarity. However, on occasions the routine of the setting is not used in a flexible way, resulting in children waiting around to have nappies changed or waiting for their meals. A healthy menu is in place that takes account of children's dietary needs and any specific allergies.

Staff provide a safe place for children to play, carrying out visual daily checks on the premises and the toys. Broken toys are removed and disposed of if they cannot be mended and staff complete a breakages book. Toys are cleaned on a regular basis, and where necessary sterilised to keep children safe. The premises are cleaned daily enabling children to happily play on the floor and move around safely. Children are given gentle reminders about keeping themselves safe, for example using their hands to hold onto the climbing frame or why they must not throw the sand. Thorough risk assessments are implemented and reviewed on a regular basis, including risk assessments for outings for local walks, demonstrating the secure procedures in place to keep children safe.

Children play with a good range of resources that are suitable for their age and stage of development. These are constantly monitored, rearranged or added to following requests by staff or children. The majority of resources are all stored at child height and children are encouraged to select the various resources and transport them to where they want to play. These independent choices support children for their move to school. Staff demonstrate a good understanding of the skills children need to have including good listening and attention. Many children can read their name, with some writing recognisable words. Meal times and toileting are used as good learning opportunities for the children in

preparation for the independence they will need at school.

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

The manager is extremely well qualified and has a competent understanding of the learning and development requirements of the Early Years Foundation Stage. She provides motivation and support to her team of staff, placing high emphasis on their personal development. Consequently, good procedures are in place to implement the educational programme for all the children attending. Regular team meetings and leadership meetings ensure that systems and processes are fully implemented in all rooms in the nursery to provide a good standard of care.

All staff have a good knowledge of safeguarding children. Training is given on a yearly basis to all staff and the designated person updates their external training every two years. Focussed policies and procedures are implemented well throughout the nursery with good reminders in each room of the key staff to inform with any concerns. Rigorous recruitment procedures, regular supervision and annual personal development reviews ensure staff's ongoing suitability.

Effective monitoring systems are in place to enable each room to contribute to the overall effectiveness of setting. The leadership of the nursery is particularly strong, with the manager demonstrating a strong commitment to strive to provide good quality care and education. Each room has a planning meeting to discuss the areas of learning and two coordinators oversee the monitoring process. This system is then further reviewed by the management, in addition to new procedures on a computer programme to thoroughly analyse different aspects of children's learning. Consequently, children make good progress in their learning.

Self-evaluation is carried out regularly, taking into account parents' views from questionnaires and verbally. Each room has the opportunity to contribute to this process, giving the staff the opportunity to become involved and share their views. Children's views are also taken into account, including ideas for resources. Consequently, systems to promote improvement and provide continuous improvement are well-developed.

Partnership with parents is a strength of the nursery. All parents spoken to are very happy with the care their children are receiving and felt they are kept well informed about their child's achievements. A parents' forum has been set up to give parents the chance of a 'voice' in the way the nursery is operated and to involve parents more in the decision making processes. Outside agencies and professionals are equally welcomed into the nursery. Recently seven local school teachers have visited the nursery to meet their new in- take of children in good preparation before they start school.

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	EY242745
Local authority	Kent
Inspection number	920796
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	104
Name of provider	Selective Learning (Maidstone) Ltd
Date of previous inspection	16/11/2009
Telephone number	01622 687878

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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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