

# St Joseph's Day Nursery

21-23 Bamber Street, PETERBOROUGH, Cambridgeshire, PE1 2HL

<b>Inspection date</b>	18/11/2013
Previous inspection date	16/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
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

- All children are offered superb opportunities to develop their communication and language skills as practitioners encourage them to speak and listen in a range of situations and use language in fun and enjoyable contexts.
- Practitioners offer children highly individualised learning opportunities and extend children's learning through use of their specific interests. This leads to confident, motivated learners who engage readily in the stimulating activities offered.
- Children who speak English as an additional language use their home language in their play. They receive individualised support as practitioners can speak the same language and they see it represented in meaningful contexts throughout the nursery.
- Children's emerging confidence and security are given the highest priority as they begin attending to ensure they feel safe, and are ready to learn, enabling them to make excellent progress towards the early learning goals.
- Parents are highly valued and respected as children's first educators and are included in the life of the nursery, making a valuable contribution to their learning.
- The manager of the nursery is inspirational. Her passion is evident in everything the nursery do and she and practitioners form a cohesive and highly effective team.

## **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 two base rooms and the outdoor area and carried out a joint observation with the deputy manager.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- The inspector looked at children's records, planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of three parents spoken to on the day.

## **Inspector**

Deborah Hunt

## Full report

### Information about the setting

St Joseph's Day Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately run and operates from a converted church building in central Peterborough. The nursery serves the local area and is accessible to all children. There are enclosed outdoor play areas.

The nursery employs nine members of childcare staff who all hold an appropriate qualification at level 3 or above. There is a nursery cleaner who cleans the nursery daily. The nursery is open Monday to Friday of each week, from 8.30am to 5.30pm, term time only. Children attend for a variety of sessions. There are currently a total of 94 children attending, all of whom are in the early years age group. The nursery provides funded early education places for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. They receive support from the local authority and are undertaking the local authority quality assurance scheme.

### What the setting needs to do to improve further

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

- progress children's already excellent development in literacy by, for example, participating in the Raising early achievement and literacy pilot scheme.

### Inspection judgements

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

Each child is considered unique in this highly effective and nurturing nursery. Children's learning and progress is individualised and targeted to meet their specific needs. They receive extensive support from extremely knowledgeable and skilled practitioners who know them very well. Their understanding of how to implement the Statutory framework for the Early Years Foundation Stage enables them to help children make rapid progress towards the early learning goals. They plan activities on a personalised basis, that respond to each child's interests and current stage of learning. Children are offered stimulating experiences covering the prime and specific areas of learning both inside and in the nursery gardens. Planning of the activities offered is exemplary, with attention being given to child-led ideas and furthering children's learning. Weekly plans ensure each child's development is closely monitored and the planning cycle covers a seven week period. Past plans are mounted as a wall display with photographs of activities children have enjoyed. They recall what they liked best and practitioners refer back to details to inform their ongoing practice. Teaching within the nursery enables children to make impressive strides

in their learning. For example, practitioners benefit from the skilled input of a specialist colleague who advises on the best strategies to use to develop children's communication and language skills.

Children revel in the positive involvement practitioners offer them in their play. Their accurate assessment of when to intervene, and when to stand back, allows children the opportunity to direct their own play. Adult-led activities are greatly enjoyed by all children, and prompt some delightful conversations and inventive use of language. For example, children gather round a practitioner playing the guitar for them and listen entranced to the familiar rhymes and tunes. She furthers their interest by offering them the opportunity to try playing the guitar themselves. When a child shows particular interest, she fetches a toy guitar which the child can play alongside her. They sit together and the child watches and copies her actions as they talk about what they are doing. In among this multi-layered learning opportunity the child hears language used in a fun way. They laugh together as they say they will 'strum the stringy thing and string the strummy thing' and the practitioner tells the child 'strum with your thumb'. The level of engagement demonstrates how memorable the experience is and concentration is sustained for some time.

Children who have special educational needs and/or disabilities are exceptionally well supported and a proactive stance is taken to ensuring they receive any additional input required. Practitioners who know individual children well work very closely with their parents to ensure that any specific needs are known and managed in partnership with them. The nursery also works very closely with other professionals who may be involved to ensure that children are offered every opportunity to make the best possible progress. Children who speak English as an additional language are superbly supported. Practitioners find out details of their first language from their parents and ask for a list of key words, together with the correct pronunciation. Practitioners employed within the nursery speak a number of the languages spoken by children attending and encourage them to speak in whichever language they prefer. They have also helped with translations for the wonderfully descriptive and plentiful labelling and displays around the nursery.

Pre-school children are learning to be independent in their play. They make their own decisions about the activities they wish to engage in and move confidently between the different resources, rooms and indoor and outdoor areas. Children benefit hugely through accessing a sensory room where they enjoy small group activities, such as reading a favourite story under the twinkling lights in the calm and peaceful atmosphere. This helps them concentrate and they feel confident to join in with familiar refrains in the book and talk about what they see in the pictures. These busy, active, curious learners make outstanding progress because their interests are reflected in all that is on offer and practitioners provide accurately targeted support.

Transitions into, and out of, the nursery are given the highest priority as practitioners recognise their importance in children's development. Children, therefore, settle easily and are prepared extremely well in readiness for the move to school. Pre-school age children play freely with self-chosen resources and activities that cover all areas of learning, particularly the prime areas. Practitioners demonstrate a clear understanding of the need for children to develop their own style of learning. They allow them to do so at their own pace and gradually they introduce some adult-led activities for children to participate in.

The exceptionally strong relationship between the local children's centre, early years settings and schools means that children receive excellent support in preparation for school. Reception teachers visit the nursery and summary reports and key person information is shared. Parents of all the children attending the nursery are fully involved in their child's learning. A home visit is carried out for every child when practitioners provide a copy of the 'Parents guide to the Early Years Foundation Stage' to explain the learning they will do at the nursery and how valued parental involvement is. A detailed 'All about me' booklet is completed by parents who add photographs to provide practitioners with comprehensive details about each child. A 'Getting to know you' form is also given to find out if the child has attended anywhere else and an 'English as an additional language' form. Finally, a sheet is provided explaining the role of the key person and showing a photograph of the practitioner who will fulfil this role for their child. The initial information gathered is built upon throughout their time in the nursery as the relationship develops with parents. Practitioners encourage parents to provide details from home about the achievements their children make. Each year the nursery tries a different method of parents recording these milestones. Last year they had an 'Achievement tree' and this year they are introducing a 'Wow' board and a 'Star' board. In addition to the daily informal feedback that is offered, parents know they can speak to their child's key person whenever they want to, see their child's learning journal, speak to the manager and receive regular monthly newsletters. Resources to support children's learning at home are also shared with parents. A daily diary is also in use to share information between the nursery and home and has resulted in increased information being shared with and by parents. The extent to which practitioners value information from home contributes significantly to children's learning.

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

Children flourish in this inclusive, warm and welcoming nursery and throughout the building there is a sense of belonging, security and happiness. Children are confident and feel protected in the care of trusted practitioners who know them very well. For example, a very quiet child who did not speak when starting at the nursery approaches their key person with ease, snuggling into them and quietly shows a picture which has just been drawn. They talk together about the picture and the child beams as the practitioner offers quietly enthusiastic praise. The sensitive manner in which key persons develop relationships with the children in their care is reflected in children's demeanour as they play. Practitioners work effectively as a whole team across the nursery and children develop affectionate relationships with them. There is friendly, informal banter across the rooms as practitioners and children share details of their day. Together with the organisation of the setting, which reflects aspects of home and communication friendly spaces, children learn and develop in a cosy and positive learning environment. Children's behaviour is exceptionally good and they follow the 'woolly' and 'gruffalo' rules they have set for themselves. Practitioners, skilled at managing challenging behaviour offer them clear easily understandable guidance. Children learn to keep themselves safe as they know that scissors remain in the art and craft area and learn to use the swing safely. Through conversations they have with practitioners they learn to think for themselves during riskier activities about what might happen if they are not careful or do not think about other children around them. Helping children cope with change is considered very important at

this nursery. For example, a settling-in time is carried out, another after each summer holiday break and a great deal of work is done to prepare children for the transition to school. Each time the individual needs of the child are paramount and children's parents are fully involved. The close family atmosphere that pervades the nursery supports children during times of change and because children know all practitioners the move to the next room is eased.

Children's independence is encouraged in a number of ways. For example, children self-register each morning, picking their names out of the basket and adding them to the boards in each room. They become one of two special helpers each day and swell with pride as they help to prepare the tables for meal times or help count the children present. They serve themselves with snack and at meal times, peeling and cutting their own fruit and carefully pouring their own drinks. Children are absorbed in their learning and become thoughtful, considerate individuals through the delightful, individually focused range of activities they are offered. These link superbly to their interests and offer them variety and carefully considered levels of challenge. Practitioners are very attentive to children and relish opportunities to join them in their play. For example, a practitioner sits on the floor with children as they become hairdressers and offers them language to describe what they are using, such as, hairbrushes, rollers and hairclips. Children comb the wigs on the model heads and 'style' them, before asking the practitioner if they can 'do' her hair. Lively conversation and lots of giggles follow and children become deeply involved as well as having fun.

The nursery takes pride in the work they do to promote children's improving and good health. Children use the variety of garden areas on a free-flow basis every day. They have an abundance of super resources and equipment to promote their developing physical skills, such as, balancing, climbing and role-play resources. Practitioners become fully involved in children's play outdoors, helping them explore ideas and extending children's learning through discussion. For example, a practitioner sits on the floor with children using chalks and talks to them about their creations and another helps a child learn to move their legs on the swing to propel themselves back and forth. Children learn the value of others within their community when the gardener employed by the nursery helps them plant and grow a variety of flowers and vegetables. He teaches them the benefits of composting as they load the finished crops into the compost heap, helping them learn about recycling. Children become aware of their local area as they are taken on walks to the local shop and temple. They also visit local farms and go into the city on a bus to see the Christmas lights. This offers them many opportunities that are new to them and they enjoy physical activity as an integral part of each outing.

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

Safeguarding is given the utmost priority. Practitioners are vigilant at all times and all have all completed core training, which includes first aid and level 1 child protection training. They demonstrate a clear understanding of the policy and procedures in place for the reporting and recording of any concerns, including allegations against staff. Safer recruitment procedures are followed and in-depth assessment is carried out prior to

anyone being employed, including a practical element to an interview. This leads to the appointment of high quality personnel within the nursery and retention of practitioners is good. The manager values her team highly and provides them with frequent training opportunities to increase their knowledge in specific areas. The nursery manager and owner are fully aware of the importance of informing Ofsted of any significant events. All required documentation, policies and procedures are in place. The sustained and ongoing development of the nursery and how it continues to respond to the needs of the children and their families is inspiring. The high levels of commitment throughout the entire team ensure that children's care and learning actively contributes to their feelings of well-being and belonging in the nursery.

The diligent and highly motivated manager of the nursery works tirelessly with her professional and highly trained team to meet each child's individual needs. The manager works incredibly hard to ensure that monitoring and evaluation of the provision leads to targeted, timely improvements. Action plans accurately identify priorities for future developments at the nursery. Recent changes have included a revision to the hours of opening, due to changes in government funding for two-year-olds that have adversely affected the number of children attending. This has ensured the continuing viability of the nursery. The manager oversees the implementation of the learning and development requirements and the quality of the educational programmes. She is capably supported in this by the deputy manager and room leaders, who are responsible for planning and assessment. The manager also oversees the quality of assessments carried out to ensure that children are making the best progress possible. She conducts routine room inspections to ensure that the quality of teaching is of a sufficiently high and ever improving standard. The senior management team and practitioners value the support they receive from the local authority and work closely with other agencies involved with children attending.

The manager demonstrates a comprehensive understanding of her responsibilities to meet the learning and development and safeguarding and welfare requirements. Extremely effective, continuous monitoring is in place to ensure that children receive high quality experiences during their time at the nursery. Support for practitioners is excellent, resulting in the very high quality planning, observation and assessment of children. Frequent in-house training and an extensive programme of continuous professional development means that practitioners are highly motivated and offer children highly competent teaching and learning experiences. Partnership working with parents is outstanding and great importance is attached to the value of their contribution to their children's nursery experience. A parental survey is sent out twice a year and parents are consulted about many aspects of the nursery's operation. They also work closely with other agencies and schools to support transitions and ensure children receive timely support and interventions.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	256824
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	939007
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	90
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Marco Cereste
<b>Date of previous inspection</b>	16/05/2011
<b>Telephone number</b>	01733 348 697

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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