

St Clements Nursery School

307 Kingston Road, Ewell, Epsom, Surrey, KT19 0BW

Inspection date

21/01/2014

Previous inspection date

05/11/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Resources both indoors and outside are easily accessible and help to promote children's independence and learning.
- There are robust recruitment procedures in place, meaning staff are suitable to work with the children.
- Children benefit from being able to move freely between the indoor and outdoor learning environments.

It is not yet good because

- The key person system is not robust enough to ensure the needs of all the children are being met at all times. In particular when supporting those children who are learning English as an additional language.
- Staff do not always ensure that information is shared confidentially with parents.
- Staff are not always aware when children are using the toilet, which compromises their safety and means younger children are not being supported, to help them develop their self-care skills.

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 in the indoor and outdoor learning environments.
- The inspector spoke with the manager, deputy manager, staff and children at appropriate times during the inspection.
- The inspector sampled some of the nursery's policies, children's development records, complaints and accident records and evidence of staff's suitability.
- The inspector took account of parents views on the day.

Inspector

Daphne Brown

Full report

Information about the setting

St. Clements Nursery School has been registered as a private nursery since 1996, and was a playgroup for 30 years before this. It operates from St. Clements Church hall in Ewell, Surrey. The nursery school is open each weekday from 9.15am to 12.15pm, term time only. All children share access to a secure enclosed outdoor play area. There are currently 26 children, aged from two to four years, on roll. Children come from the local area and from further afield. The nursery school supports children who speak English as an additional language. The nursery school employs eight members of staff, all of whom hold appropriate early years qualifications. Two members of staff are working towards a further qualification. The setting is registered on the Early Years Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that information relating to the children is shared with parents in a way that ensures confidentiality
- improve the key person system to ensure children's needs and interests continue to be taken into account when planning activities and experiences when their key person is absent
- ensure that there is a system in place so that staff know when children are using the toilet, especially when young children require support to develop their self-care skills.

Inspection judgements

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

Staff have a satisfactory understanding of the Early Years Foundation Stage, which means they are able to provide a varied selection of activities to cover all areas of learning and development. Staff use information they obtain from parents to establish children's starting points in their learning and development. Each key person then completes regular observations and assessments on their key children, in order to plan meaningful activities based on children's interests. Staff share children's progress with parents through regular meetings and written summaries, which includes the progress check for two-year-old children. However, the system for supporting children when their key person is away, is ineffective. The 'buddy' key persons do not know individual children's learning needs well enough to enable them to create a fully supportive learning environment for children

whose key person is absent. Consequently, children are not making the best possible progress, as their needs are not being fully met. This especially affects children who are learning English as an additional language and those children who are new to the nursery and still settling in.

Children are able to access toys of their choice independently, as storage is at a low level. Staff set up activities each day allowing children to develop their learning across all areas. Children enjoy the current theme on 'cold', by using a tent as an igloo, and they confidently manipulate scissors and paper to cut out snowflakes. Children use their senses to explore a 'jelly-like' substance, feeling its cold and wet qualities, and they liken it to snow. Children's literacy skills are gradually developing: all children begin the day by registering themselves by finding their name cards and placing them on a large board; older children handle writing materials well, as they begin to learn the letters in their name, and how to form them.

Children's communication and language development is progressing satisfactorily, as staff chat and join in with children's play. Staff work well with other professionals to help children for whom there are speech and language concerns, by using pictorial timetables to aid communication. However, children who are learning English as an additional language do not receive consistent support. This is because their interests and next steps in learning are not understood by all staff, and this reflects in the activities available. For example, the vocabulary in stories that staff read to them, is too advanced for children to understand and gain enjoyment.

Children benefit from being able to choose to play indoors or outside. This helps to support those children who prefer to learn outside, and all children benefit from being able to develop their physical skills on a larger scale. Staff resource the outdoor area well, with areas to dig, plant and grow plants. Children enjoy the freedom to ride on tricycles, as well as to choose quieter areas, where they can enjoy books in the fresh air.

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

Most children arrive happily and confidently part from their parents, keen to explore the activities on offer in the nursery. This is because staff operate a generally effective key person system. However, as some staff work part-time, not all children have the support of their key person during all the sessions they attend at the nursery. This means that the emotional well-being of some children is not always fully supported, especially when children are new to the nursery.

Staff understand the importance of helping children develop their independence skills. Children are able to hang up their own coats and they can choose to play inside or outdoors, selecting their own toys. However, allowing children to take themselves to the toilet, without asking a member of staff, compromises their safety, as well as not teaching younger children how to develop their self-care skills.

Children understand the need to wash their hands before eating, and following the last

inspection, staff now ensure that each child uses clean water and their own towel, to promote appropriate hygiene practice. Staff practise regular fire drills with the children, so they are learning procedures to help keep themselves safe. With the exception of those times when the children use the toilets, staff supervise the children well and they deploy themselves effectively between the indoors and outdoors, to ensure that children are safe. Staff also carry out daily risk assessments of the building and activities, to ensure they identify and minimise them to promote children's safety. Staff record any accidents and incidents which occur in the nursery, and use this information to monitor and improve safety.

Staff provide a selection of nutritious snacks each day to help children develop healthy eating habits. Staff support children to be independent: children are able to serve themselves and pour themselves a drink, according to their needs and appetite. Opportunities to play outside in the fresh air, throughout the session, contribute towards children gaining a secure understanding of a healthy lifestyle. Staff act as good role models for children, helping them to learn about good behaviour. They display pictures to remind children of the nursery's 'Six Golden rules,' and they use effective strategies to help children understand about sharing and turn-taking. For example, staff use sand-timers, to help children who are competing for resources, to compromise and take turns: children know that when the sand runs out, their turn has finished, and they must let the next person have a go. Consequently, children are developing friendships and respect for each other.

Staff prepare children well for moving on to school, so that children feel confident and secure about the transition. For example, during the last term before the children leave for school, staff provide school uniforms for the children to dress up in, and they encourage children to practise putting their coats on independently.

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

The inspection took place as a result of concerns received by Ofsted regarding the supervision and safety of the children, and about how staff communicate confidential information with parents. The inspection found that although staff generally supervise children well, their safety and developing self-care skills are compromised, because staff allow children to use the toilet without them knowing. Also, on occasions, staff have spoken with parents about the care needs of their child in front of others. Therefore, information relating to children is not being shared in a way that ensures confidentiality.

The manager ensures all staff have a clear understanding of how to protect children. Staff know to record and report any concerns. Clear and robust recruitment procedures are implemented by the manager, and all necessary checks are obtained, to ensure staff are suitable to work with children. Staff practice is monitored by the manager through recently introduced appraisals. This helps the manager evaluate the quality of the staff's skills, and encourages staff to continually update their skills and knowledge, through ongoing training courses. The manager ensures doors remain locked during the session so all

visitors are required to ring to gain entry. A record is kept of visitors to the nursery, whose identification is checked and who are requested to leave any mobile phones securely in the kitchen area, not in areas used by the children.

The manager and staff are showing the capacity and desire to continually improve and develop their practice. All recommendations and actions from the last inspection have been suitably addressed, and staff have begun to put in place some systems to evaluate the quality of the service they provide for all children. In recent months, the staff have developed the outside area and the manager has introduced staff appraisals.

There are effective systems for reviewing and planning provision. Regular staff meetings help staff share their ideas with the management team to inform planning for the educational programmes. The management team ensure that they plan activities that promote learning and development, indoors and outside, across all areas of learning.

Staff recognise the importance of working in partnership with others, especially parents. The nursery uses newsletters, parent meetings, notice boards and daily discussions to share information with parents and obtain their feedback. There are termly meetings between parents and staff, to discuss children's progress, and staff regularly invite parents to comment on plans for their children's next steps in learning. This helps to build effective partnerships with parents.

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

Unique reference number	122523
Local authority	Surrey
Inspection number	949907
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	26
Name of provider	St Clements Nursery School Committee
Date of previous inspection	05/11/2009
Telephone number	0208 393 5572

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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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