

St Robert's RC Nursery

St. Roberts First School, Oldgate, Morpeth, Northumberland, NE61 1QF

Inspection date

31/01/2014

Previous inspection date

24/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 well-planned and excellent resourced outdoor areas ensure that children's enjoyment and learning in their physical and imaginative skills are extended very well.
- Planning is effective as activities stem from children's interests. Therefore, they play with a purpose and are actively involved in what they do. Consequently, they make very good progress.
- The dedicated and longstanding staff team are well supported by the school staff. Clear self-evaluation and performance management ensures that staff have the necessary skills to safeguard children effectively and to support their welfare and learning.
- Children are very happy and settled and they behave very well. They relate well to each other, play cooperatively and have good relationships with staff. This ensures that their emotional needs are well met.

It is not yet outstanding because

- The reading/quiet area does not currently have sufficient comfortable space for children to choose books and sit quietly, to fully promote their interest in stories and reading further.

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 held a meeting with the nominated person, spoke to the manager, staff and some parents.
- The inspector toured the premises and the outside areas.
- The inspector observed a number of children involved in play activities and spoke with them during their play.
- The inspector looked at a sample of documentation, including children's learning journals, the self-evaluation form and some policies and records.

Inspector

Shirley Peart

Full report

Information about the setting

St Robert's RC Nursery was registered in 2005 on the Early Years Register. The nursery is situated in St Robert's RC First School in Morpeth, Northumberland and is managed by a management committee. The nursery serves the local area and is accessible to all children. It operates from one main room and has access to the school hall, enclosed outdoor play areas and school playground.

The nursery employs two members of childcare staff and two casual staff. Of these, three hold appropriate early years qualifications at level 3. The nursery is open Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 29 children on roll. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the reading/quiet area to ensure that there is sufficient comfortable space for children to choose books and sit quietly to promote their interest in stories and reading further.

Inspection judgements

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

The range of activities provided for children are well-thought out and stimulating and cover the seven areas of learning very well. The activities support children's independent decisions, so that they play with a purpose and they take part eagerly in whole group activities. Effective planning builds on children's interests. For example, the 'post office' theme and activity ideas come from the children's discussions, so that staff facilitate children's learning very well. The role play area is currently set up as a post office with various items, such as a post box, post bags, a cash register, stickers, letters and post cards to promote children's communication and imagination. Children contribute their ideas to the 'working wall' post office diagram, to help them carry out their plans. Staff also read relevant books to the children, to extend their learning and understanding further. Staff use their observations of children and planning documents to evaluate what activities went well and what may not have been so successful. This means that they can adapt and change them according to the children's needs. Staff identify particular learning needs individual children have, such as developing their speech, so that they target support where it is most needed to ensure that children make good progress. The manager is currently working closely with the reception class teacher to develop the

tracking and assessment systems further. Regular assessments are completed to ensure that children are working well within the typical age range of development expected. Individual learning journals show photographs of children and what they can do, along with written observations, to show how they make good progress across all areas of learning.

The quality of teaching is good. Staff use lots of opened-ended questioning to make children think and respond. For example, during story time staff ask children why they think they may need to put a stamp on a letter. When children draw their maps, they ask them to think about what they can see on the way to nursery. This supports their language and communication skills very well, so that they are well prepared for school. Children take part eagerly in activities. They dress-up in outfits and play along with their friends. They use an excellent range of information and communication technology equipment, such as hand-held touch screen devices, whiteboards and computers independently. For example, they look through the nursery photographs and point out themselves and complete simple programmes using a mouse and keyboard. Children practice writing their names on their drawings and make good attempts at sounding and forming the letters in their name, especially when they find their name cards to help them. This ensures that they are developing good skills for the future and are ready for the next stage in their learning.

Staff hold general conversations with parents when their children are dropped off and collected to ensure daily communication takes place. Staff ask parents to bring in resources to assist with activities, send out periodic newsletters and encourage visits by parents into the nursery to read, bake, discuss their families and share skills they have. Parents are also encouraged to accompany children and staff on nursery trips and outings. They contribute to the 'Home Journal' regarding what their children have been doing at home. Discussions with children take place in whole group time, such as on a Monday, when children share their news from the weekend. Consequently, parents are fully involved in the life of the nursery and their children's learning.

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

Children play in a welcoming nursery where they access the toys and activities independently. The outdoor areas provide fantastic opportunities for children to gain plenty of fresh air, explore and use their imaginations. For example, they play in the 'church' and 'cafe' and with the builder's equipment. They move the cones and blocks to the 'shop' and tell staff that they are going to knock it down and build a new one. Indoor areas are well defined, so that children access sand, water, information and communication technology, writing and role play equipment easily. However, the reading/quiet area is not as well organised as there is an excessive amount of books and storage units in the area. Consequently, there is not sufficient space for children to sit comfortably and quietly and to choose particular books, to further promote and enhance their interest in stories and reading further.

Children have a good knowledge of being healthy due to well-planned activities and routines that help them to understand this. For example, they have taken part in, 'Healthy

School Week' and regularly walk to a nearby park to use the play equipment. They also had a visit from a MP who took part in snack time with the children for 'World Milk Day.' At snack time, children help to put a mat down in the middle of the floor. They gain a good sense of responsibility as one child gives out the milk and another carries the fruit basket around offering pieces of fruit to their friends. They know why the mat goes down and why they should not put their feet on it. For example, when asked relevant questions about this, they state 'Because our shoes have been outside and they have germs on.' When they are given further prompts and staff ask what germs will do, they state 'They will give us a poorly tummy and make us sick.' Children's behaviour is very good. They play cooperatively with their friends and show care and concern for each other, such as when one of their friends has to go home because they are unwell.

The manager and the same staff member are in the group for every session. This provides consistency and continuity for the children to help them feel secure. Although, the children have a named key person, the staff work very closely as a team sharing information and observations. Children are happy and settled and enter the group confidently, even the younger children, who have recently started in the new term, leave their parents easily and settle quickly. This shows that they feel safe and secure in the environment and cope well with the transition from home to nursery. The manager carries out a home visit before children start, to get to know the family and to provide a more informal way of introducing herself. Key information is gathered from parents and children add their marks to the 'My starting school book,' regarding what they enjoy doing, which is added into their learning journal. This helps children to prepare for nursery and gain a good sense of belonging as their contributions are valued. This also supports children's emotional needs very well.

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

The head teacher and manager have a good understanding of the welfare requirements of the Statutory framework for the Early Years Foundation Stage. They have regular meetings to review policies and procedures, update risk assessments and discuss issues. They are clear about what to do if they have any concerns about a child's care or welfare or staff suitability, so that children remain safe. Key staff hold paediatric first aid certificates and attend regular child protection training. Clear recruitment, selection and induction procedures are in place, which ensures that staff are suitable to carry out their roles. A recently appointed supply member of staff is being supported to complete a childcare qualification at level 3. A clear line management system is in place, so that staff attend regular one-to-one supervision where their ongoing training and development is addressed. This means that children are cared for by competent, well-trained staff.

The nursery continues to develop and evolve successfully. The manager uses the Ofsted self-evaluation form to help her evaluate the strengths of the group and target priorities. Clear action plans are in place to ensure that the provision continually improves to support children's development and learning further. For example, some of the improvements, include development of online 'Home Journals', introduction of 'Target Trackers', in line with school and to purchase new large wheeled toys and audit the old toys. The action

and recommendations from the last inspection have been successfully addressed. This means that documentation around emergency medical consent and medication storage is in line with requirements and self-evaluation is effective.

All parents are viewed as key partners in their child's learning. All new parents are invited to an informal coffee morning, where they discuss the prospectus, information on the learning and development requirements and have a chance to chat informally to the manager and meet other parents. The children's learning journals are easily accessible for parents to make contributions at anytime. Parents' feedback is gained from the school questionnaires and all stated they were happy with the nursery provision. Positive comments received from parents on the day of the inspection include; 'It's fantastic,' and 'It's a great setting, the children are well looked after and my child's speech is coming on great because of it.'

The manager works closely with the reception class teacher to ensure consistency across the early years unit, for example, when carrying out assessment on children's learning. When children are ready to move up to school, they go for visits and the reception class teacher spends time in the nursery. As they already share some facilities, such as the outdoor play areas, nursery children are familiar with the environment, which helps them to cope with the transition. Children are also fully involved in the life of the school and take part in whole school events, such as 'World book day.' Some children also attend the nearby playgroup and out-of-school group and good links have been established through regular meetings, sharing of information and resources. This makes a successful contribution to meeting children's individual needs.

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	EY309181
Local authority	Northumberland
Inspection number	870619
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	29
Name of provider	St Robert's RC Nursery Committee
Date of previous inspection	24/03/2011
Telephone number	01670 512031

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

