

St James Church School Nursery

St James Church School, Cranmer Road, Taunton, Somerset, TA1 1XU

Inspection date

Previous inspection date

13/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Staff promote excellent partnerships with other professionals. This provides outstanding support for children learning English as an additional language and children with special educational needs and/or disabilities.
- Staff plan a highly enabling environment, which motivates children to initiate activities, be creative and enhance their learning.
- The exceptional key person system supports children in building excellent relationships. Consequently, children are happy settled and feel emotionally secure.
- The strong management team members provide outstanding role models. Through exemplary monitoring of the quality of teaching and provision, they identify further actions to maintain the highest levels of achievement.
- Staff understand the uniqueness of every child through home visits and meticulous observations.

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 outdoors.
- The inspector carried out several joint observations with the manager.
- The inspector spoke to parents and took account of the setting's self-evaluation and parents' questionnaires.
- The inspector checked safeguarding information and the premises.
- Inspector sampled documentation, including policies and procedures, planning and children's development records.

Inspector

Elaine Douglas

Full report

Information about the setting

St James Nursery re-registered in 2013. It is run by the governing body of St James Church School and operates from a self-contained unit situated within the school grounds in Taunton, Somerset. Children have use of an open-plan playroom, a smaller adjoining room and integral toilet and changing facilities. There is an outdoor play area accessible directly from the main play room. The nursery is open from 8.45am to 3.30pm. A lunch club is provided for those children staying all day. The nursery is registered on the Early Years Register and receives funding to provide free early education for children aged two, three and four years. The staff support children who are learning English as an additional language and children with special educational needs and/or disabilities. There are nine members of staff. Of these, three hold Qualified Teacher Status, one member of staff holds a childcare degree. Two staff have childcare qualifications at level 3 and two have qualifications at level 2. Two members of staff are working towards a childcare qualification at level 3.

What the setting needs to do to improve further

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

- use daily routines as an opportunity for children to link sounds to letters when finding written names to enhance their literacy development further.

Inspection judgements

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

Staff provide an exceptional educational programme, are skilful in involving parents and have an expert knowledge of the way children learn. Parents comment extremely positively on how the extensive sharing of information enables them to support their children's learning at home and gives staff an excellent awareness of their child as an individual. Staff use their meticulous monitoring of children's development extremely well to identify how to plan the environment and activities to a very high standard. They use children's patterns of learning called 'schemas' to understand their particular learning behaviours. They then display their planning in each area so staff always know how to focus on children's next stages of learning during child initiated activities. Consequently, all children make outstanding progress considering their starting points and abilities and gain excellent skills for their future learning.

Children make outstanding progress in their key areas of development because staff provide excellent support. For example, staff encourage children to describe what they can hear and give them clues, sounding the first letter of the word. Staff record children talking so that they can listen to themselves. They give children simple choices to

encourage language and role model the correct use of words. Staff make excellent use of signs and visual aids, and several staff speak other languages which promotes children's language abilities extremely well. Staff plan for children to take photographs of the things they enjoy about nursery and download them on to the computer. They use this to promote discussions. As a result, children are excellent communicators. Staff provide a highly stimulating learning environment. Therefore, children are extremely active learners, moving around the whole premises with control and coordination. Young children carefully climb up steps and thread cotton reels on string, for example. Children explore the resources and learn through trial and error, such as finding out what shapes will fit in the back of a truck. They see what happens when they roll cars down a slope and notice how a magnifying glass makes things look bigger.

Staff are highly sensitive to children's thinking and value their independent activity, interacting at appropriate times to support or challenge learning. For example, children gather puppets to represent characters in a familiar story. Children use the puppets to 'tell' the story, while staff turn the pages, extend vocabulary and join in following the children's ideas. Children demonstrate excellent creativity and staff enable them to use their imagination in all areas of learning. For example, children make up a story and staff encourage them to use clip art on the computer to record it. They also select from an extensive range of craft materials and make a large Chinese dragon. Children are highly independent. They prepare their snack and clear their place afterwards. They choose a friend to have snack by finding their named picture, although staff do not consistently use such routines as a teaching opportunity to link sounds to the written letters. This means they occasionally miss opportunities to further enhance children's early reading skills.

Staff encourage mathematical development extremely well throughout activities. For example, they encourage children to predict if different shape bricks will balance on top of each other. Children count how many items they have and count again when they add one more. Then staff support children in reviewing what they have learned, putting larger bricks at the bottom creates a firmer base, for example. Children say that the bricks are shorter than they are and continue carefully balancing them to make it taller. Children learn the concept of 'full' and 'empty' as they play with sand and water. During an adult-led activity, older children recognise numerals on a dice and find corresponding items to match the number. These opportunities help children to develop excellent problem-solving abilities.

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

Staff plan an exciting and highly motivating environment both inside and outdoors, where children make independent choices, which allows originality. For example, children make up songs as they play instruments outside. Staff plan for children to have real experiences and then set up the role play so that they can explore their understanding, visiting a Chinese restaurant for example. Staff make excellent use of visual aids to support children with special educational needs and/or disabilities and children learning English as an additional language. This means that all children follow routines extremely well and benefit from their time at the nursery.

Staff use excellent systems for children to understand their high expectations so children's behaviour is exemplary. Staff value children's concentration on their chosen activities, so they give them plenty of warning before changing the routine. For example, staff use a soft toy, pictures and a song when it is time for a whole group activity. Children join in with the singing and happily march to sit on the mat. Staff praise children for being kind, helping each other and using excellent manners. Children gain a highly positive awareness of people's differences. They sing 'hello' to each other in different languages and staff invite parents in to share their skills and backgrounds, cooking cultural foods for example. As a result, children have exemplary relationships and develop high self-esteem.

The manager and key person carry out home visits to develop strong relationships with children and their families before they start at the setting. As a result, they have an exceptional knowledge of how to aid children's settling in through understanding their uniqueness. Parents comment extremely positively on how quickly their children settle at the nursery and build secure emotional attachments. When appropriate, children with special educational needs and/or disabilities receive one to one support, which ensures they have activities and experiences based on their individual educational plans. Older children have regular opportunities to engage in activities at the school, including dance, which supports them in being extremely confident to move on to school. Staff support all children extremely well for their next stage of learning.

Children develop an outstanding awareness of keeping themselves safe and healthy. Staff carry out excellent risk assessments to enable children to develop skills and independence in a safe environment. For example, children use knives to cut up their fruit and learn to look out for others as they jump off equipment. Staff encourage children to identify any hazards and what to do about it, such as wiping outdoor equipment after the rain to prevent it being slippery. Children pour themselves a drink of water after cycling around the garden and 'catch a sneeze' to protect their health. As a direct result of parents' comments staff organised a visit from a dentist and for children to bring in their toothbrushes. Even the youngest children know where to get a tissue to wipe their nose. Children grow their own produce and then use them in cooking activities, to enhance their understanding of healthy eating further.

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

The highly qualified leadership and management team members have an outstanding awareness of their responsibilities in meeting the Statutory Framework for the Early Years Foundation Stage. The manager places great emphasis on safeguarding children so all staff have a paediatric first aid qualification and attend safeguarding training. Robust recruitment and induction procedures ensure that suitable staff vigilantly implement the extensive policies and procedures to protect and promote children's welfare. Early intervention for children with special educational needs ensures they receive highly effective support. In team meetings, the manager encourages staff to evaluate each other's monitoring of their key children's development as part of their peer observations.

The early years teacher takes the lead in monitoring the youngest children and ensures parents receive a copy of the required progress check for two-year-old children. Consequently, they ensure their meticulous system accurately identifies any gaps in children's learning to seek additional support so that all children reach their full potential.

Staff meet children's learning and welfare exceptionally well because of the outstanding partnerships with parents and external agencies. Parents receive extensive information on the provision and their child's development. Staff invite parents to attend sessions to get involved in activities or work together to support behaviour management for example. Staff who speak additional languages provide highly effective support for children learning English as an additional language and their families. They have documentation translated for parents who speak English as an additional language. The staff team work closely with other professionals and provide outstanding support for the high number of children with special educational needs and/or disabilities.

The manager has exemplary systems for monitoring the quality of the provision and staff performance to ensure the highest quality provision for children. These cover all areas of the provision, legal requirements and feedback from parents and outside agencies. As a result, the manager has very focused action plans to continue to improve their outstanding provision. She has implemented staff observing each other to discuss effective practice and to learn from more experienced staff. Staff present what they have learned on training days so that all staff can discuss what they can implement to benefit the children. For example, after forest school training they are now developing an area for older children to share with the reception class to challenge them further through managing assessed risks. The manager identifies staff strengths and gives them specific roles to provide excellent support for staff. For example, the special educational coordinator is extremely knowledgeable. She liaises with external professionals, children's key person and parents to ensure children can reach their full potential.

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	EY464321
Local authority	Somerset
Inspection number	925467
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	62
Name of provider	The Bath and Wells Diocesan Academies Trust
Date of previous inspection	not applicable
Telephone number	01823272553

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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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