

St Antonys Catholic Primary School and Nursery

St. Antonys Catholic Primary School, Farnham Road, Farnham Royal, SLOUGH, SL2 3AA

Inspection date

05/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children experience warm nurturing relationships with kind knowledgeable staff.
- Young children have high quality opportunities to develop their communication and language, physical development and personal, social and emotional development.
- Parents are kept well informed of their child's activities and the progress they are making in the nursery.
- Development is monitored carefully and records indicate they are making good progress.
- Staff ensure children have opportunities to develop their awareness of the wider world by visiting other areas of the school, and the local community.

It is not yet outstanding because

- The progress checks for two-year-old children do not sufficiently focus on the prime areas, although staff do promote these areas of development in their activities well.
- While the nursery can use the extensive outdoor areas of the school, their designated play area is not currently secure or attractive for their use.

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 the premises and resources with the staff.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the staff.
- The inspector discussed the setting with parents.
- The inspector read the provider's self- evaluation.

Inspector

Lynne Lewington

Full report

Information about the setting

Little Lambs at St. Anthony's Catholic Primary School and Nursery, is a work place nursery. It is a voluntary organisation that registered in 2013. The workplace nursery operates from a room within St. Anthony's Catholic Primary School in Slough, Berkshire and has been set up for children of the school staff. Children have access to outdoor play areas. The nursery is registered on the Early Years Register. The nursery is open Monday to Friday from 8.15am to 5pm during term time only. Children may attend for a variety of sessions. There are three staff who work with the children of whom, two hold appropriate early years qualifications at degree level. Currently there are five early years children on roll.

What the setting needs to do to improve further

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

- improve the designated outdoor play environment to encourage children's development and learning in an attractive secure area
- improve the quality of progress checks for two-year-olds by using guidance to support their completion.

Inspection judgements

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

Staff ensure children experience a broad variety of age appropriate activities to encourage their development. They engage with children in a warm and nurturing way, enabling children to develop their interests and curiosity. For example, the play room is set out to enable the young children to safely explore and develop their skills. The young children experience the texture of the damp sand between their fingers, they poke and pat it and develop coordination as they try to use a small spade to dig. Staff provide a narrative to their actions and extend the sounds the children make into words and sentences, encouraging language development well. At times, nursery rhymes and action songs are played and the children attempt to do actions to the songs. The staff join in modelling the actions and quietly singing the words to encourage the children's participation. This helps the children's language development as the actions correspond with the words and also their physical development, as they coordinate their movements. Staff praise children as they develop their early walking skills and encourage them by calling to them and holding their hands as they take tentative steps. The staff use number, size and positional words in their activities with the children, which helps children to develop awareness of their meaning. For example, a young child enjoys placing a small soft toy in and out of a small

carry case. The adult models language to reflect the child's actions, increasing awareness of in and out. Staff are aware that the children attend for long days and so every day they have opportunities for outdoor play and also a walk in the local community. This enables them to see the wider world around them and develop their social skills. They join the school for various events and have opportunities to use the school hall and outside areas. This helps to increase their opportunities to see other children and learn about school.

Children form confident relationships with the staff and their key person. They seek and receive cuddles. Staff are vigilant to their individual needs. For example, staff notice when a child may be getting tired, hungry or thirsty. Each child's key person gathers comprehensive information from parents about the children's routines and the things they can do. This helps to ensure they understand each child and meet their individual needs well. Staff carefully observe children and potential next steps in their development identified. The staff share this information with parents using displays in the nursery so that everyone is alert and can seize opportunities to encourage the next steps. Consequently, children make good progress. However, currently staff do not focus fully on the communication and language, physical development and personal, social and emotional developmental aspects when writing the summary progress reports for two year olds. They clearly do encourage these aspects well but do not use their development records sufficiently to inform these reports.

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

Children form secure attachments to their key person and so their well being and independence is fostered effectively. Staff act as positive role models. They are gentle, kind and caring in all their interactions with the children. They speak calmly to each other and the children, modelling appropriate behaviours. Staff refer to feelings in their interactions with the children. This encourages children to develop an awareness of their own feelings and the feelings of others. The environment is organised to enable the children to safely explore. Staff are aware of potential risks and take steps to manage these effectively. For example, by covering sharp corners on the low level table and ensuring children have free floor space to prevent tripping.

Staff demonstrate a good awareness of their role in child protection and the action they would take if they were concerned about a child in their care. They have attended safeguarding training and their knowledge is regularly updated. Whistle blowing procedures are also in place to enhance the safeguarding system.

Children are confident in the nursery; they explore and relate well to the staff, indicating they feel safe and secure. Parents provide food for their children and this is stored and heated as required for the children. Staff encourage parents to provide a healthy diet for their children and staff talk to children about healthy eating. Physical activity is part of the daily routine and all children have the daily opportunity to play outdoors. This provides an added opportunity to develop large and small movements as children explore the environment in the fresh air and natural light. Staff promote good hygiene practices.. For example, at nappy changing times, gloves and aprons are used. Children are encouraged

to wash their hands before meals and staff talk to them about why they do this.

The well-equipped nursery room has easy access to toilet and changing facilities and its own outside area. However, the outside area is at present unattractive and not secure for young children. Staff do use this area but also take the children to the school nursery/reception class outdoor areas, when the school is not using them. These areas are far more attractive and well equipped, providing young children with opportunities to experience different floor surfaces, colours and the space to safely move around.

Staff understand the importance of preparing children for changes in their lives. They arrange settling in times for children to enable them to gradually adapt to being in nursery. They plan to work in partnership with parents to help prepare for changes. For example, staff talk to children about starting school and by helping to prepare them by encouraging independence.

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

Strong knowledgeable leadership and management is in place. The nursery has the advantage of being part of a school with a nursery class and reception class. This enables them to share resources and knowledge for the benefit of the young children. Staff have a confident understanding of child development and are clearly providing good opportunities for children to develop the skills they need to succeed in their future education. They are monitoring progress well in partnership with parents. This will help to ensure that any concerns, which may arise can be addressed swiftly.

The leadership and management team have a robust understanding of the learning and development and the safeguarding and welfare requirements of the Early Years Foundation stage. Safe recruitment procedures are in place and the suitability of all staff and volunteers is checked. The nursery staff participate in training with the school staff and are kept well informed about issues relevant to safeguarding. Staff have opportunities to develop their knowledge and skills through regular supervision. A six monthly appraisal also helps to ensure staff are happy and meeting the requirements of their role.

A comprehensive self-evaluation of the service offered by the work place nursery has been undertaken. Parents and staff participated in the evaluation. They reflected on the first few months the service has been operating, identified strengths and the success they have achieved and on aspects, they would like to develop.

Parents speak very positively about the provision of the work place nursery. They feel the standard of care is high and they can see the developmental progress their children are making. Parents are confident in the care their children receive and like being able to visit them at lunch time. They feel staff are interested in their knowledge of their child. They enjoy reading the observations and seeing photographs of their children at play. This helps them to feel confident about leaving their children while they are teaching. The work place nursery has regular contact with the teachers and children in the school. They are

keen to develop links with other local nurseries and are in the process of doing this to further enhance practice with very young children. Staff attend local cluster meetings and welcome support from the early years service.

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	EY462718
Local authority	Slough
Inspection number	932606
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	8
Number of children on roll	5
Name of provider	St Anthonys Catholic Primary School
Date of previous inspection	not applicable
Telephone number	01753645828

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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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