

St Mary's Childcare

University of Sunderland, Chester Road, Sunderland, TYNE AND WEAR, SR1 3SD

Inspection date	12/03/2014
Previous inspection date	17/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The quality of teaching is outstanding as staff provide children with an excellent range of varied, interesting and challenging learning experiences. As a result, children make rapid progress in all areas of their learning and development.
- Parents are actively involved in children's learning and development as staff promote the importance of the home learning environment to ensure a consistent approach.
- Children are extremely prepared for the next stage in their learning as staff have well-established links with parents, other providers and external agencies in the local area. Consequently, transitions are very well managed to support the children's emotional well-being.
- Staff demonstrate an excellent knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust policies and procedures are implemented, which ensures a safe and secure environment for the children.
- Children are secure, happy and confident within the warm, welcoming and stimulating nursery environment. As a result, they are consistently engaged and motivated throughout their learning.
- Leadership is inspirational. The manager and staff strive for continuous improvement and show outstanding levels of commitment and enthusiasm within their work.

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 viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

St Mary's Childcare opened in 1990 and is on the Early Years Register and the compulsory part of the Childcare Register. It is located within a two storey premises, situated on the Sunderland City Centre University Campus. It operates from four playrooms, one of which is designated for use by the Out of School and Creche groups. The nursery serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including two members of staff with Early Years Professional Status. The nursery receives support from the local authority. The nursery opens Monday to Friday, from 8am until 6pm, for 51 weeks of the year. Children attend for a variety of sessions.

Out of School care is provided Monday to Friday, from 8am until 6pm, during school holidays. Creche facilities are provided Monday to Saturday, from 8am until 9pm, as required to meet the childcare needs of adults attending training courses. There are currently 58 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- continue to extend the already excellent opportunities for children to access a variety of non-fiction books to further develop children's awareness and understanding of the world.

Inspection judgements

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

Staff demonstrate an excellent knowledge of the Early Years Foundation Stage and implement it successfully to support and promote the children's development across all seven areas of learning. Staff are highly committed and enthusiastic early years practitioners and they use their skills to enhance children's learning by providing them with an excellent range of varied, interesting and challenging experiences. As a result, children are consistently engaged, motivated to learn and show great concentration throughout their play. The quality of teaching is outstanding. Consequently, children make rapid progress in their learning and development from their starting points. Organic planning systems are used to focus on the children's individual interests and needs. As a result, children are eager and show curiosity during activities. Staff have extremely high

expectations of the children as they complete precise and detailed observations and assessments to recognise their achievements and identify their next steps in learning. A robust system is in place for tracking the children's progress, which ensures that children who are at risk of falling below their expected levels of development are identified quickly and receive appropriate intervention. Parents are actively involved in the children's learning and development, as staff promote the importance of the home learning environment to ensure a consistent approach. There are highly successful strategies in place to engage parents. For example, they are given regular opportunities to review the children's learning journey records, add comments to observations and share significant moments from home. Staff provide verbal and written feedback at the end of each session. Consequently, parents feel well informed, valued and respected.

Children make exceptional progress in their physical development. They take part in 'Jiggle, wiggle' sessions on a daily basis where they are encouraged to be involved in ring games, action songs and exercise movements to develop their physical and social skills. These skills are further promoted as the children are involved within the sports centre activities based within the university. This enables them to be active, mix and socialise with other children and their families. Children have access to an excellent variety of open-ended resources in the outdoor environment, which allows them to explore, investigate and take safe risks. Children are encouraged to make independent choices within their play and learning as resources are appropriately labelled and easily accessible. Staff relate children's play to real life experiences, use skilful questioning throughout activities and extend their learning. For example, staff suggest taking part in a role play activity following children talking about their summer holidays. They pretend to pack their suitcases, sit on the plane, fasten their seatbelts and travel to the hotel by bus. As a result, children are able to develop their imagination and critical thinking skills. Activities support the children's knowledge of the world. For example, during a planting activity, staff provide excellent explanations when children ask questions and they talk about the different seasons of the year and what is needed to grow the pea seeds. There is scope to further extend children's awareness and understanding of the world by providing them with an even larger variety of non-fiction books throughout their activities. Children have many opportunities to develop their early writing and early reading skills. For example, they write their names, make marks in different textures and enjoy listening to stories. Staff involve the older children in daily group time activities where they promote mathematical development and an awareness of letters and sounds. Children use everyday technology in their play as they begin to learn about computers and programmable toys. For example, the older children have access to tablet computers, which introduces them to modern day touch screen technology where they complete puzzles and jigsaws. As a result, children are highly effectively supported to acquire the skills needed to be ready for school and the next stage in their learning.

Children with special educational needs and/or disabilities and children who speak English as an additional language are extremely well supported as staff work effectively with external agencies to support their learning and development. For example, staff work closely with services, such as, community nursery nurses and health visitors to ensure the children's individual needs are being met. Staff have established strong links with local schools and other early years providers, which ensures they work in partnership, share relevant information and complement the children's learning. Consequently, children are

fully supported in their development and transitions are very well managed. Staff have implemented the progress check at age two and share this information successfully with parents.

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

All children are extremely happy and settled within this inspiring nursery. Staff provide a warm, welcoming and stimulating environment for the children, which supports their all-round development and emotional well-being. The highly effective key person system helps children to form strong and positive relationships with each other and staff. As a result, children form secure attachments and are confident and self-assured in their environment. Transitions within the nursery are extremely effective and sensitively implemented to ensure that the children are emotionally prepared for change. Parents are actively involved throughout this process as they share relevant information about the children to meet their individual needs. Parents spoken to at the time of inspection comment that they feel involved in the children's learning and development, as progress is discussed with them and they are given guidance to introduce new experiences at home.

Children's behaviour is exceptionally good because they are consistently engaged and interested in their play. Staff act as positive role models by managing behaviour in a calm and consistent manner. They reinforce appropriate behaviour and use regular praise and encouragement. As a result, children have a strong understanding of the expectations of the nursery and establish a secure knowledge of what is right and what is wrong. Staff encourage the children to use good manners and to be kind and considerate to each other. In the event of minor disagreements with the older children, staff ask appropriate questions and encourage the children to have cuddles and say sorry. Children have an excellent awareness of keeping themselves safe as staff use reassurance and reinforcement throughout their activities. For example, children are reminded to walk inside the nursery and encouraged to negotiate space while they play. Children's understanding of culture and diversity is explored effectively by staff as they provide opportunities for children to be involved in activities which reflect a multi-cultural society. For example, older children have recently been involved in producing a wall display to show different parts of the world and different languages.

Children are encouraged to take responsibility and be independent through their play activities, mealtimes and by helping staff with daily tasks. For example, children help to set the table and tidy up resources at appropriate times during the session. A variety of balanced and nutritious meals are offered to the children to develop their understanding of a healthy diet. The utmost priority is given to the health and well-being of the children as the nursery has received a 'Healthy Early Years' award from the local authority. Staff have completed food hygiene training and efficient safety procedures are in place to ensure they cater for individual dietary needs and medical conditions. Children learn about healthy lifestyles through daily discussions, activities and routines. Children sit well together as a group during mealtimes and staff constantly engage in discussions which promotes their communication and language. Children enjoy an extensive range of physical play opportunities in the outdoor environment. Consequently, children can be physically active and develop their coordination skills. Staff talk about the importance of

good hygiene practices, this ensures that the children develop an understanding of how to protect themselves. For example, children wash their hands after playing outside and brush their teeth after mealtimes.

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

Staff demonstrate an outstanding knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust and comprehensive policies in place which ensures the children are provided with an extremely safe and secure environment. All staff have completed relevant safeguarding training and know how to implement the procedures to promote the welfare of the children. There is detailed safeguarding information displayed within the nursery office and the manager ensures that safeguarding is discussed through regular team meetings. Meticulous written risk assessments are in place for the indoor and outdoor environments to ensure the environment is free from hazards and minimise the risk of harm. Safety is further promoted within the nursery through daily health and safety checks, fire evacuations and annual audits completed by the university. Rigorous recruitment and induction procedures are in place to ensure all adults in the nursery are suitable to work with the children. The manager has extremely high expectations of staff; this ensures they are highly motivated within their day to day role and responsibilities.

Leadership within the nursery is inspirational. The manager and staff strive for continuous improvement and share a strong vision for the nursery to promote the best possible outcomes for the children. The nursery has effective monitoring systems in place to evaluate the planning and educational programmes for the children. As a result, staff are confident to reflect on their daily practice and identify future improvements to maintain the already high standards of care and education. Staff have the opportunity to discuss their own personal strengths, areas for improvement and training needs through supervision meetings and appraisals. The manager and staff work together to develop individual personal development plans and identify future targets to improve their practice. Professional development is extremely well supported by the manager; staff attend a multitude of relevant training courses on a regular basis. Self-evaluation is thorough and takes into account the views of staff, children and parents. Regular questionnaires are completed by parents and there is an 'emotion board' for the older children to indicate their likes and dislikes within the nursery. The manager has an outstanding action plan for the future which supports children's exceptional progress over time. The recommendations following the last inspection have been successfully addressed and implemented.

There are excellent and well-established partnerships with parents as they are constantly consulted and involved in their children's learning and development. Parents are highly complimentary of the nursery and make comments, such as 'Staff are warm, friendly and very professional, there is always a calm and stress free atmosphere'. The nursery works extremely well with the local authority, external agencies and other professionals to ensure that children's individual needs are being met by accessing the appropriate support and intervention, if needed. As a result, children are exceptionally well supported throughout their learning and development.

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

Unique reference number	318583
Local authority	Sunderland
Inspection number	868513
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	58
Name of provider	University of Sunderland
Date of previous inspection	17/02/2009
Telephone number	0191 5152286

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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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