

Brindle St Joseph's Nursery Group

Bournes Row, Hoghton, PRESTON, Lancashire, PR5 0DQ

Inspection date

03/04/2014

Previous inspection date

02/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Practitioners have a good understanding of safeguarding procedures. They supervise children well and as a result, children are kept safe.
- Children are emotionally well supported because parents and practitioners work closely together to ensure the children's needs are effectively met.
- The practitioners have a very secure knowledge and understanding of how to promote the learning and development of young children. Practitioners are skillful as they use questions that encourage the children to think and extend their learning.
- Children are happy and enjoy their time in nursery because they have strong relationships with their key person, other practitioners and children.

It is not yet outstanding because

- Practitioners are not consistent in helping children understand the importance of healthy practices, for example, hand washing.
- When working with children one-to-one or in small groups, adults occasionally over direct children's play. This sometimes inhibits children's creativity.

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 looked around all areas of the nursery, including outdoors and the perimeter fencing.
- The inspector read the self-evaluation form, looked at a range of policies and other documentation, including children's learning records.
- The inspector spoke with parents, children and practitioners at various times throughout the inspection.
- The inspector checked practitioners' suitability to work with children.

Inspector

Sandra Harwood

Full report

Information about the setting

Brindle St Joseph's Nursery Group registered in 1997 and is on the Early Years Register. It operates from one room within Brindle St Josephs Roman Catholic Primary School in Hoghton, Lancashire. It is managed by a voluntary committee. The nursery serves the local community and is accessible to all children. The nursery opens Monday to Friday from 9am to 3pm, term time only. The nursery employs three members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority. There are currently 21 children on roll who are within the early years age group. The nursery provides funded early years education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- help children to understand the thinking behind the good practices they are encouraged to adopt, for example, through giving explanations that help children learn about the importance of hand washing
- build on opportunities for children to follow their own creative ideas, especially when working one-to-one or in very small groups.

Inspection judgements

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

Practitioners have the skills and knowledge to help children make good progress in their learning and development. They support the children very well and equip them with the firm foundations to develop skills as effective learners. The children gain the key skills they require as they prepare for their move to school. Comprehensive information is gathered from parents as the children enter the nursery. Children confidently follow their interests and develop their own ideas in free play, showing they are active learners as they concentrate on their chosen activity. Practitioners plan activities using the information they gather from observations, assessments and sharing ideas and information with parents. This is used to identify children's next steps and ensure the children are offered a balance of adult-led and child-initiated activities, to support their learning and development. However, on occasions, practitioners over direct children as they work one-to-one or in small groups, for example, by guiding them where to put things rather than allowing them to decide for themselves. This means the children's own ideas are not always explored.

Children enjoy water play, whether it is watching the water as it travels along the pipes or using a range of different size jugs and containers as they fill and empty them. This

promotes their understanding of size and shape and develops their smaller physical skills. There is easy access to a wide range of exciting and challenging equipment that supports their learning. The children demonstrate their growing imagination as they enjoy using the small world play to develop their game as they set up the castle. Others enjoy using the dough to make biscuits and transfer them to the cooker in the home corner. Children have a good understanding of mathematics as practitioners offer a mixture of set and free activities. For example, after snack the children help with a head count and practitioners encourage each child to write the number on the board while the practitioners continually reinforce the number. A market stall enables the children to buy fruit and vegetables as they begin to recognise numbers. A theatre lets the children show their talent, whether it is singing, dancing or telling a story. They learn that print carries meaning as they have tickets, programmes and a variety of resources around the nursery to support this.

Practitioners help the children understand about different celebrations, for example, they learn about Easter as they make cards and baskets. The new outdoor area offers challenge and the opportunity to explore among the trees and use the hill as they roll different size balls. Practitioners and children talk about distance, speed and size, which promotes their mathematical understanding. Children make marks in a range of ways, both indoors and outdoors, for example, through using the chalkboard outside, painting with a variety of different size brushes, or using paint in spray bottles. The practitioners use incidental teaching well as they talk about the colour of paint and how it can be made darker. This extends children's knowledge and understanding of changes. Stories are read and the use of a range of books and visits to the school library helps to promote children's interest in reading. The practitioners and children work together to recall stories and begin to write their own, based on their knowledge. This prepares them well for their move to school. Practitioners work closely with parents to support children who have special educational needs and/or disabilities to ensure they make good progress.

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

The children are confident due to the practitioners' close attention and support. The children make good relationships with practitioners and each other, which help their emotional well-being. The planned activities and well-placed resources enable the children to work cooperatively with each other as they develop their games. Practitioners provide good care and supervision due to good ratios and their good knowledge of the children in their care. Behaviour across the nursery is good because the children know what is expected of them through clear guidance. Practitioners are good role models and set a good example to the children. They show respect for each other and consistently use good manners. The practitioners show the children that they value them as individuals and take account of different needs and expectations. Children's independence is encouraged as they help tidy up before snack. They show that they understand about taking responsibility for their nursery as they carry resources to and from areas, often without reminders.

Each child's key person works closely with parents as the children enter the nursery. They attend for visits, which help them get to know the environment, practitioners and other

children. Everyone involved with the care of children supports their emotional well-being as they prepare for the move on to school. The children mix with the older children in the dinner hall, or as they join with the reception class teacher, children and parents for special events. Children enjoy using a wide range of resources, which are readily accessible to them. They also have the opportunity to use a range of equipment outdoors, use the library and use areas within the host school to further support their learning. Children's awareness of the local community is well supported as they attend events with the nursery.

Practitioners support the children to develop an understanding of the importance of physical exercise. The children have good opportunities to practice their physical skills as they run up and down the hill in the garden and enjoy sports organised by external agencies. They are encouraged to bring healthy lunch boxes or enjoy the healthy cooked meals on offer in school. However, although the practitioners encourage children to adopt good practice and wash their hands, opportunities for children to understand why it is important are inconsistent. This means their understanding of hygiene is not always well promoted. Children practise fire evacuation drills and follow rules, both inside and outside, as they begin to show awareness of their own and others' safety.

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

The nursery has a strong commitment to children's welfare and safety. The practitioners carry out regular and concise risk assessments for all areas, including outdoor spaces and the activities the children are engaged in. This makes sure the premises and equipment remain suitable and safe for use by the children. The practitioners are observant and ensure children's safety as they continually inform each other where they are going. For instance, as they go outside or leave the room. This means that children are well supervised, including when they are playing outside. Children are safeguarded by secure vetting procedures. Comprehensive safeguarding policies and procedures in place are consistently implemented. As a result, practitioners are very confident in their understanding of how to safeguard children and the procedures to follow should a concern about a child arise. All policies and procedures are shared with parents to help encourage partnership working and consistency. All the required documentation, including daily registers and accident and medication records, are consistently maintained to promote the children's welfare and confidentiality.

All practitioners have very positive partnerships with parents. Information is exchanged verbally each day. Also, parents have good opportunities to look at their child's learning record, have regular meetings with their child's key person and complete questionnaires, which are used to support the evaluation process. The nursery has substantial links with the host school. They work closely together to ensure a smooth move for children entering the school. Links with other providers are also well established and support children's needs well.

The nursery team are very committed to their role. They work closely together to drive

improvement through continual evaluation of the premises and activities on offer to the children. Regular meetings and daily chats enable the small team to work closely together and use their strengths to be responsible for the ongoing development of the nursery. Informal observations and supervision ensure practitioners are well supported with training needs. Appropriate training is then accessed through school or the local authority. The manager works closely with the reception class teacher in school to monitor the children's learning records and make sure children are making good progress. If any gaps are identified in children's learning, plans are put in place to address these and support the children effectively. This close monitoring of the educational programmes and children's achievements mean that their good progress is continually maintained.

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	309683
Local authority	Lancashire
Inspection number	960692
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	21
Name of provider	Brindle St. Josephs Nursery Group Committee
Date of previous inspection	02/06/2009
Telephone number	01254 853 473

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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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