

St John Vianney Primary School

Childcare

King Oswy Drive, Hartlepool, TS24 9PA

Inspection date	14/05/2014
Previous inspection date	Not Applicable

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

- Leadership is inspirational. All staff show outstanding levels of commitment and enthusiasm, understanding the need to strive for continuous improvement. As a result, children have fantastic opportunities to develop their full potential.
- Highly motivated and knowledgeable staff accurately observe and assess children and plan sharply focussed activities to meet the next stages in their learning. As a result, children make rapid and exceptional progress.
- Warm and caring staff form strong relationships with all children and their parents. Consequently, children have a firm foundation to enable them to be highly motivated and engaged learners.
- Quality of teaching is outstanding. Staff are adept at identifying when to intervene and when to stand back, ensuring that children are supported to become confident and self-assured critical thinkers.
- All staff demonstrate a robust and comprehensive understanding of the welfare requirements of the Early Years Foundation Stage. Extremely comprehensive policies and procedures are implemented, which help to ensure children are safeguarded and the environment is safe and secure.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities taking place in all of the nursery rooms, the dining room and the outdoor play area.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's development plan.
- The inspector held meetings with the manager and spoke to staff members, children and parents during the inspection.

Inspector

Vivienne Dempsey

Full report

Information about the setting

St John Vianney Primary School Childcare was registered in 2002 and is on the Early Years Register and the voluntary part of the Childcare Register. It is situated in the north of Hartlepool and is run by St John Vianney's Primary School governors. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 41 members of staff. Of these, 35 hold appropriate early years qualifications at level 2 or above, three members of staff have Early Years Professional Status and three have Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 139 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- consider how babies can access all areas of the excellent outdoor environment at all times, particularly the grass area.

Inspection judgements

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

The excellent outdoor facilities make a significant contribution to the excellent progress children are making in their prime areas of learning and especially, their physical development. Children have access to a wide range of accessible resources, giving them the ability to make independent choices, experiment and take risks. For example, pre-school children construct an obstacle course from planks, bread and milk crates and are adept at balancing with little or no support. They thoroughly enjoy exploring with mud and water and are keen to collect small sticks so they can help staff light a fire to make hot chocolate with the storm kettle. Older children have easy access to 'all weather' suits and wellington boots and have an extremely enjoyable time making 'welly prints' with paint and splashing in puddles. Babies have excellent opportunities to tackle a range of levels and surfaces, including flat and hilly ground, pebbles, and smooth floors. However, access to the grass area is not always freely accessible to them. Children show high levels of curiosity, a 'can do' attitude, energy and fascination as staff provide an extremely motivating and stimulating learning environment both indoors and out. Staff prioritise children's communication and language development, and use a local authority scheme 'BLAST' (boosting, language, audio skills and talking) and the Letters and Sounds guidance effectively. Children sit with great concentration and listen with interest during story, small group and circle time. They 'wake up' their ears and practise using them as they sit very

quietly listening for sounds in the local environment. They sit patiently while they wait to share with the group the sounds they hear. Staff promote children's self-esteem exceptionally well as they offer praise, such as 'good listening' for their efforts.

An excellent knowledge of the Early Years Foundation Stage is demonstrated and implemented by all staff. As a consequence, children make rapid progress across all seven areas of learning. The highly committed staff team use their knowledge and skills well to provide a varied, highly interesting, well-organised and challenging learning environment. Staff have high expectations, both for the children and themselves and they ensure that the quality of teaching is consistently outstanding to achieve this. Staff are highly skilled and use their expertise well to support and empower children. As a result, children are able to direct their own learning, problem solve and persevere with tasks. They are highly confident and competent learners who are not afraid to 'have a go'. For example, staff expertly support children to persevere, using open questions to encourage thinking and learning, as they make 'soup' in the mud kitchen. Children show great delight in their achievement and eagerly ask other children and staff to try the 'soup' they have made. Mathematical development is supported exceptionally well. Staff provide a range of props, such as puppets, bottles and small world figures to encourage young children to act out counting songs and rhymes. They are keen to count the bottles and staff correct children and model counting to five.

Very strong links with parents ensure that children's starting points are assessed accurately, which enables staff to plan for their individual next steps. Sharply focussed observations and assessments, which are supported by a comprehensive tracking system ensure staff are always fully aware of children's individual needs and their progress. Parental input is exceptionally valued at every stage of the child's learning journey, as parents are given many opportunities to become involved. Forms are sent to parents on a regular basis to identify learning at home and to feed into nursery planning, such as, 'I am so proud of my child' and 'We have done this together'. Parents are given in-depth verbal feedback at the end of each session. Children's learning journals are constantly accessible for parents to look at or to make contributions. As a result, parents express high levels of satisfaction with all aspects of nursery. Additionally, children are exceptionally well prepared for their move to school.

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

An exceptionally well-established key-person system helps children to make a smooth move between home and the nursery. Staff fully appreciate the value of working with parents and other agencies to obtain comprehensive and detailed information prior to a child beginning at the setting. In this way, they are extremely aware of children's needs and are in a position to meet them as soon as a child starts. A very flexible induction system for all new children helps to ensure that each child has the opportunity to develop their emotional security before starting nursery. Babies display strong and positive attachments to their key person. They are happy to explore and play, returning for reassurance if required. Transitions within the nursery, to school and the after-school club are expertly and sensitively handled. They are timed to fit in with the individual needs of

children and families, further supporting children's already exemplary levels of confidence.

Wall displays enhance the nursery environment and give children a sense of belonging and self-awareness. Play spaces are extremely well organised and resources are of an excellent quality, particularly in the outdoor area, and stored at age-appropriate heights. This allows children to make independent choices about their play, use their imagination and play with their friends. As a result, children are extremely happy, relaxed and confident in this inspiring, welcoming environment. Children are highly motivated in their play, because they are consistently engaged in stimulating learning. As a result of this, behaviour is exemplary. Staff skilfully use positive strategies to reinforce their expectations to children and recognise their efforts as achievements. Children receive regular praise and encouragement and are sensitively supported with learning how to understand and manage feelings. As a result of this, children quickly learn what is expected of them and develop their understanding of right and wrong. Behaviour is exemplary and children are developing a growing sense of responsibility for their future. Staff deal well with minor disagreements according to the developmental stage of children and provide them with an explanation that they can understand. Older children are encouraged to work through disagreements together, for example, negotiating the sharing of a toy. Children have an excellent appreciation of the rules and routines of the nursery and follow these with little prompting or reminders.

Children have excellent opportunities to develop their awareness of safety. They know why they must not go near the blue rope when waiting for the storm kettle to boil. They confidently talk about fire safety and know the member of staff needs to put the water on the fire to put the fire out. Staff encourage children to try new activities, providing situations, which require the children to consider how to manage the risks. Staff support children effectively and help them to feel confident with challenging and extending their previous skills. Consequently, children thoroughly enjoy exploring the stimulating outdoor learning environment. Staff implement very good hygiene practices to keep children safe and healthy. For example, children are learning the importance of washing their hands before mealtimes and after going to the toilet. Furthermore, children manage their own personal needs successfully, including going to the toilet independently and washing their hands with the outside tap after painting, exploring mud and searching for mini-beasts. Frequent opportunities are provided for children to enjoy daily fresh air and to take part in a range of activities to promote their physical development. For example, children throw and catch a large ball and handle tools effectively, including paint brushes and chalk which they use to make marks on the blackboard, floor and easel.

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

Leadership and management of the nursery is inspirational. Robust safeguarding procedures help to keep children safe. All staff have attended safeguarding training, which results in them having a clear understanding of the action they need to take if they have any concerns about a child in their care. Comprehensive safeguarding policies further support staffs' firm knowledge and there is a designated safeguarding officer, who takes

the lead role in dealing with any safeguarding issues. A rigorous and extremely comprehensive recruitment process ensures only those suitable to work with children are recruited to do so. Induction and supervision procedures ensure exceptional, high quality staff are recruited and retained. Underperformance is challenged and addressed immediately. Staff are highly motivated and work well together as team to ensure they provide the best possible teaching so all children make excellent progress in their learning and development.

There is an extremely strong drive to provide the best possible experience for all children and all staff take ownership of this vision. Staff demonstrate a shared passion for excellence as they drive improvement continuously through reflective practice. Their self-evaluation is exemplary and their targets for maintaining high standards are translated effectively into their daily practice. Staff are given outstanding levels of support through robust performance management and supervision from the manager and Head Teacher of the school. This is a highly qualified staff team who prioritise their professional development by participating in training and also by working expertly together to develop ways to improve practice. The management team complete regular peer observations, which further ensures that the, already outstanding, quality of teaching is consistently high throughout the nursery to benefit the children. Children's progress, including planning and assessment is rigorously and effectively monitored by the manager. As a result, any children who are not making expected progress are quickly identified and receive appropriate intervention.

Partnership with parents, the adjoining school, other providers and agencies actively contributes to outstanding outcomes for children. All children are fully included and staff work exceptionally well with a wide range of agencies to ensure their individual care, learning and development needs are extremely well met. Summaries of children's learning and the 'progress check at age two' are completed regularly and shared with parents and relevant agencies. This helps to promote children's learning to an optimum level. Parents, children and staff are encouraged to share their views regularly, contributing to the self-evaluation process and working together with shared aims and objectives. Parents are enthusiastically and warmly welcomed into the nursery and feel that staff keep them fully informed of their children's learning and development. Staff also provide opportunities for parents to attend weekly stay and play sessions, encouraging parents to support learning at home. The nursery has also established links with several local schools in order to share excellent practice. Consequently, these strong partnerships help to provide children with exceptional consistency and continuity in their care and learning.

The Childcare Register

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	EY234239
Local authority	Hartlepool
Inspection number	819621
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	82
Number of children on roll	139
Name of provider	St John Vianney Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01429 273336

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

