

St Wilfrid's Nursery

St. Wilfrids School, St. Wilfrids Terrace, Longridge, PRESTON, PR3 3WQ

Inspection date	20/03/2014
Previous inspection date	15/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The quality of teaching is good. As a result, children make good progress in their learning and development. They develop a broad range of knowledge and skills which support their readiness for the next stage in their learning.
- Children are very happy and settled in the warm, welcoming and accessible nursery. They demonstrate high levels of confidence and are well motivated and engaged in all activities.
- Children are protected through robust procedures to prevent them from harm. Staff have a good understanding of their responsibilities and the correct steps to take should they have a concern about a child.
- There is a strong partnership working with parents, professionals and external agencies. This ensures a consistent approach to children's care and learning, including effectively meeting any additional needs that children may have.

It is not yet outstanding because

- There is scope to develop the educational programme for mathematics further by ensuring that staff maximise opportunities to promote counting through everyday routines.
- Resources, such as real and everyday items in the role play areas, are not used to fully promote children's rich imaginary and pretend play.

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 checked all relevant documentation and read policies and procedures, including those for safeguarding and recruitment of staff.
- The inspector checked evidence of staff's suitability to work with children, the provider's self evaluation form and action plans in place to secure improvement.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector spoke with the nursery manager, individual staff, parents and children at appropriate times throughout the inspection, and carried out a joint observation with the nursery manager.

Inspector

Jeanette Brookfield

Full report

Information about the setting

St Wilfrid's Nursery was registered in 2010 on the Early Years Register. It is situated within St Wilfrid's Roman Catholic Primary School in Longridge, Preston. The nursery operates from a single classroom and there is an enclosed area available for outdoor play. It serves the local area and is accessible to all children. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including the manager, who has a level 6 qualification. There are currently 44 children on roll, all of whom are within the early years age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-olds. It is open each weekday from 9am to 3.30pm, during term time only.

What the setting needs to do to improve further

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

- enhance children's already good understanding of early mathematics by ensuring counting is consistently used throughout the daily routine
- extend further children's opportunities to engage in role play, for example, by providing them with more exciting and stimulating resources in the home corner area.

Inspection judgements

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

Children happily enter this bright and welcoming setting where their individual learning and development needs are well supported. Staff have good knowledge of how young children learn, they observe them regularly and use this information well to plan creative experiences in both the indoor and outdoor environment. They maintain regular assessments of children's achievements which are fed into planning to support children's development. A progress check at age two years is completed, which provides parents with a picture of the child's development and needs. As a result, all children including those who have special educational needs and/or disabilities, and those who speak English as an additional language, make steady progress. Each area of learning and development is implemented through planned, purposeful play and through a mix of child-initiated and adult-led activity. Staff fully understand the importance of supporting children as they play. They ensure they have time to investigate and play, and provide interesting resources which are accessible and open ended so they can be used and combined in a variety of ways. As a result, children freely explore their environment, develop confidence in solving their own problems and enjoy interacting with others around them.

Children's creativity and ideas are encouraged well through a good range of craft and creative resources. They have fun making Mother's Day cards using a range of craft materials, shiny card and glittery items, which they proudly show off to visitors and their peers. This results in their involvement being positively encouraged and valued. The use of construction resources and jigsaws offer different challenges for the children to problem solve and create with. However, there is potential to improve the use of opportunities to reinforce and promote children's awareness of counting and numerals in fun and exciting ways through play and daily experiences. Children's communication skills are promoted well by staff. They are articulate and confident as they have a wide range of opportunities to talk to other children, staff and visitors about what they can see, hear, think and feel. Staff actively contribute towards children's language development as they engage fully with children in their play. Children enjoy books and stories. They sit absorbed as a member of staff tells them one of their favourites, anticipating with excitement the scary and funny parts of the book. Children enjoy role play and dressing up in nursery. For example, they dress up as different film characters or pretend to be policemen. They talk in great detail about what is happening in the room and use pens and paper to 'make a list' of what the children are doing. This also supports their early handwriting skills as they give meaning to the marks they make. However, the role play area is not always used to best effect. Children playing in this area do not always have access to real-life items or resources that help develop their creativity. For example, during the inspection there were few pots and pans, utensils and grocery items in the role play area; things that children might find in their kitchens at home. As a result, opportunities to extend children's imagination are not always fully explored. Children further develop their mark-making skills as they use paintbrushes to create paintings and hold pencils correctly to draw pictures. Children learn that print carries meaning as the environment is rich in print, including words written in Polish to support children who speak English as an additional language.

Staff have high expectations of all children, and this is evident as they complete a range of good quality assessments. Each child has a learning journal which provides a colourful collection of what children can do and the progress they are making. Excellent systems to engage parents in all aspects of their child's learning are in place. Parents complete detailed records with staff on their child's admission to the setting, so that a robust baseline assessment of each child's abilities can be made. This ensures staff can plan specifically for individual children. Parents are kept exceedingly well informed about their child's achievements and progress through regular parents' meetings, weekly newsletters, an open-door policy and verbal feedback. As a result, good relationships are actively contributing to children's learning and progression.

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

The manager and staff provide a warm environment which is very welcoming for all children. A well-established key person system is in place and staff are very experienced and sensitive in helping children to form secure attachments. As a result, children part from their carers with confidence and are happy and settled in the nursery. A good range of information is shared when children begin attending the nursery. Parents complete an

'all about Me' document which enables staff to provide continuity in children's personal, emotional and physical well-being. Parents speak extremely highly of the procedures put in place, and the care shown by staff to help children to settle and to effectively manage the transition from home to the nursery. The nursery has developed a good relationship with the attached school and other local schools, which ensures that children feel secure and confident during the transition phase to school. Staff encourage them to develop their independence skills, such as dressing themselves and serving their own drinks and food. Teachers are invited to visit the nursery to meet the children. This supports continuity of learning when children move on to a new phase in their learning and development.

Children play in a clean, comfortable environment that is well maintained. The nursery is set up to enable the children to explore and investigate their surroundings. Low-level units and clearly labelled resources enable children to select activities and resources, promoting their independence and decision-making skills. Staff put a great deal of effort into the presentation of the learning environment. As a result, children play in interesting, attractive and child-friendly surroundings. Snack time is well organised and helps children's independence. Children know the routine and wash their hands before choosing their own snack and pouring their drinks independently. They sit in small groups and enjoy healthy snacks, such as dips and carrot sticks, and chat amongst themselves, promoting their socialising and self-help skills very well. This is further promoted as children put their own hats and coats on to go outside. Staff promote a culture of healthy lifestyles because they plan daily activities that promote healthy eating, drinking and regular exercise. Physical skills and exploration are well promoted as children have access to the nursery's garden throughout the day.

Staff are good role models and use positive communication strategies to help children understand about acceptable behaviour. They encourage children to share, take turns and care for each other. As a result, children behave very well and play cooperatively. Consequently, children's behaviour is good. Children learn about keeping safe through consistent role modelling by staff and reminders about keeping safe. When the children are playing out the gates are securely locked. Children are encouraged to explore risk as they use the large equipment when outdoors. They learn to take responsibility for their own safety, for instance, as they practise the emergency evacuation drill. Therefore, children are gaining a deep understanding of the need to keep safe. This ethos is consistent within the nursery, resulting in good progress in personal, social and emotional development for all children.

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

The manager shows a good understanding of her responsibility to meet the safeguarding and welfare requirements. As the designated lead for safeguarding, the manager has a good understanding of her role and all staff understand their roles and responsibilities to protect children. Staff are fully aware of the nursery's process to follow if they are concerned about any issues within their practice. There are clear and well-understood policies and procedures in place, for example, regular risk assessments are carried out to ensure the environment is safe and secure for children. Robust recruitment and vetting

procedures are in place, which ensures children are cared for by suitable adults. Induction for staff includes safeguarding and health and safety procedures, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. A high staffing level ensures staff are deployed effectively. As a result, the children are well supervised and ratios are consistently met.

Monitoring of staff performance, the educational programme and children's learning is effectively implemented by the manager. Key persons know the children they care for well, and tracking documentation shows children are progressing at expected levels for their age. Staff meetings and regular discussions about the focused activities offered help staff to monitor the delivery of the educational programmes. This in turn helps them to provide a balance of good adult-led and child-initiated activities. As a result, they promote the seven areas of learning effectively, to enhance children's learning over time. Appraisal and supervision sessions are undertaken with staff by the manager to help improve practice and to increase confidence, which in turn helps to provide a better quality of care for the children. Staff are motivated and keen to develop the nursery. They are encouraged by the manager to attend training to develop their knowledge and understanding. Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements. The manager and staff have successfully completed all the actions and recommendations from the previous inspection. This shows their commitment to continuing improvement.

The nursery has established good relationships with parents and shares information on a daily basis about children's routines and the activities they participate in. This effective two-way sharing of information means that staff are able to shape their planning according to children's individual needs and interests. Parents speak positively about the nursery, particularly about the friendly and approachable staff and how children are supported in their learning. The nursery develops good working relationships with other settings that children attend and the local schools. For example, the reception teacher from the attached school visits children, helping to ensure a smooth move into school. Where children are identified as having special educational needs and/or disabilities, there are effective procedures for ensuring equality of opportunity so all children are supported in making good progress. For example, staff work closely with other professionals to devise targeted learning plans for children. This includes attending 'team around the child' meetings, for example, to ensure that professionals working with the children are fully aware of their individual needs. This ensures an inclusive environment and a consistent approach for children so they feel secure.

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	EY419431
Local authority	Lancashire
Inspection number	954533
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	44
Name of provider	St. Wilfrid's Nursery Ltd
Date of previous inspection	15/11/2011
Telephone number	01772785255

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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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Piccadilly Gate
Store St
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