

St Thomas More Catholic Nursery School

Park Lane, PETERBOROUGH, Cambridgeshire, PE1 5JW

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| Inspection date | 15/07/2014 |
| Previous inspection date | 16/03/2009 |

| 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

- Teaching is good overall with some excellent elements. Accurate assessments of children's progress are used to plan activities that enable children to make progress given their starting points and capabilities.
- Children are cared for in a very safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken to maintain children's safety.
- The setting is led and managed effectively. The manager ensures that staff are supported in their professional development.
- All staff have a secure knowledge and understanding of child protection procedures and are clear about all aspects of safeguarding to ensure children are protected from harm.

It is not yet outstanding because

- There is scope to cascade the excellent teaching skills present in the nursery to all practitioners so that all children benefit.
- Staff sometimes interrupt children's self-chosen play. This occasionally means children lose concentration and enthusiasm.

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 had a tour of the nursery.
 - The inspector checked evidence of suitability and qualifications of staff working with children, the committee members and the manager's self-evaluation form and improvement plans.
- The inspector observed teaching and learning activities in the nursery, including the outdoor environment.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager. Policies and procedures were look at and discussed, including progress tracking documentation.

Inspector

Ann Lee

Full report

Information about the setting

St Thomas More Catholic Nursery School opened in 2001 and is run by a management committee. It operates from a large room and outdoor enclosed area next to St. Thomas More Catholic School, in Peterborough. The nursery opens five days a week from 8.45am until 3.15pm during school term time. Children attend for a variety of sessions. There are currently 75 children in the early years age range. The nursery receives funding for the provision of free early education for two-, 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. There are currently 14 staff working directly with the children, 12 of whom have an appropriate early years qualification. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- cascade the good teaching practice within the nursery to all staff so that all children benefit from it
- help staff to consider the impact on children's concentration and enthusiasm when their self-chosen play is interrupted.

Inspection judgements

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

The quality of teaching is good overall with some excellent elements. However, the skills and knowledge of more experienced staff are not yet fully exploited to ensure that those with less experience learn from their good practice. There is a good balance of both adult-led and child-initiated play, which reflects a wide range of learning opportunities. Children are confident to investigate and explore the environment. Staff respond positively and provide opportunities to extend their learning experiences. For example, children investigating an ant's nest are provided with magnifying glasses, so that they can observe what is happening more clearly. Staff spend time engaging in purposeful dialogue with the children and suggest new words, such as 'tunnelling' and 'burrowing' which further extends their vocabulary. They ask open-ended questions in order to encourage children's imagination and creative thinking skills. Staff understand the importance of supporting children as they play. Children are given sufficient time to practise and reinforce what is being taught to them. For example, snack time is not hurried, children take time to carefully place straws into their milk and wipe away any spillages. However, sometimes, staff interrupt children's self-chosen play. This occasionally means children lose

concentration and enthusiasm.

Children are observed on a regular basis. This information takes into account their interests and is used to inform effective planning, both in the indoor and outdoor environment, which meet children's individual needs. Each child has their own learning journal, which include photographs, observations and progress summaries. Children's starting points are securely gained through initial observations and information obtained from parents during home visits. Staff provide very good one-to-one support for those children with gaps in their learning and for those who require help to enable them to participate fully in the routines of the session. As a result, children make good progress during the time that they spend at the nursery. Staff support children who speak English as an additional language exceptionally well. For example, parents are given key words to practise with their children at home. Staff have enhanced their knowledge and skills in the development of early language acquisition through the Every Child A Talker programme and translate their learning effectively into their practice. They engage children in playful listening activities, such as guessing sounds using a phonetic scheme. As a result, children are well prepared for the next stage in their education.

Parents have good opportunities to be involved in their child's learning. There are many ways parents can share their child's development and any new experiences. For example, they have continuous access to their children's learning journals, they are invited to attend play and stay sessions on a regular basis and they receive a summary each week outlining what their child has been doing. Each term the nursery holds an open evening giving parents the opportunity to discuss their children's progress with the key person. This ensures that all parents are fully involved in their children's learning and are able to offer continuity at home.

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

The very effective settling-in procedures ensure children form strong emotional attachments. The setting offers home visits to all children prior to attending the nursery. This enables children and their parents to become familiar with the children's key person, which makes the move from home to the nursery less stressful. Staff know children and families well, which means that they can offer them suitable support. They work closely with parents to follow children's individual needs, and as a result, children display a strong sense of belonging. They run into the nursery confidently knowing where to put their coat and how to register their name. They know where resources are kept and can freely access them. This promotes their independence and prepares them for the next stage in their learning. All feeder schools are invited to the nursery the term before children are due to start to meet the children. In addition, a collection of photographs of the school that they will move onto is on display in the literacy area. As a result, children's well-being and emotional development is skilfully supported.

Staff are good role models to children. They treat children with respect and affection and this is replicated in the way that children interact with each other. Children are taught to take turns in assisting staff, for example, to help prepare the fruit for snack time. All staff

display calm and consistent methods, modelling and explaining, to ensure all children understand what is expected of them. Consequently, children are able to play happily alongside each other. Opportunities are available for children to manage their own risks, particularly in the outside area, where they can climb, run, balance and ride bikes carefully negotiating each other. Children are supported in understanding how to keep their bodies healthy. They are encouraged to eat healthy food in their lunch boxes before they eat their treat. Parents are provided with helpful hints about what to put in their children's lunch box. Fruit is provided every day in the snack bar. Constant access to the outdoor area ensures that children have every opportunity to enjoy fresh air. Staff join in with activities, for example, throwing a ball into a net, which provides children with a positive message about being physically active. Children are taught how to become independent in health and self-care skills. For example, they take turns to wash and dry their hands before eating their snack or lunch. They remember to put their sun hat on before they go outside.

All staff have a very good understanding of how to keep children safe. All areas and equipment accessible to children are risk assessed regularly to ensure appropriate action is taken to maintain children's safety. Children are made aware of how to keep themselves safe, for example, they can recall what happens if the fire bell sounds.

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

The setting is led and managed effectively. The manager ensures that staff are supported in their professional development. The management of the nursery is strong. The management committee and the manager fully understand their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. This is evident in the organisation and documentation. Policies and procedures are thorough and cover all areas of the requirements. The environment is kept safe and secure as thorough risk assessments are carried out on a regular basis. Children are supervised well and effective safety precautions are in place. For example, only members of staff are able to allow persons to enter the building. Passwords are required if for any reason a parent is unable to collect their child. All practitioners have a good knowledge of child protection, and are aware of the signs and symptoms that would alert them to a child at risk. Accident and medication forms are detailed and are signed by parents. As a result, children are kept safe from harm.

The manager monitors children's learning and the educational programmes well. She has a very good understanding of the learning and development requirements and understands and values the process through which children learn. Children's progress is assessed regularly which enables any gaps in their development to be addressed promptly. Observations are regularly moderated to ensure that there is consistency among staff. Robust recruitment practices ensure that there is a motivated workforce that work very well together. Suitability checks are undertaken on all adults working with children to ensure children are safeguarded. Training is identified through regular appraisals to

ensure existing practitioners remain up to date with their role and responsibilities. The chair of the management committee carries out regular appraisals for the manager. The majority of the staff hold relevant childcare qualifications. Continuous professional development is regarded as essential in order to achieve a highly skilled and qualified workforce that are able to provide children with a positive learning experience.

Partnership working with professionals, agencies and schools are well established to enable practitioners to support individual children's needs effectively. Children with additional needs are extremely well supported. The manager ensures that she has a good working relationship with the local children's centre. This enables her to quickly access other professionals to assist in supporting children's learning and development. Partnerships with parents is outstanding. They are encouraged to take an active part in their children's learning and kept involved and informed through various initiatives, for example, by attending a stay and play session at the nursery. Parents spoken to on the day were all complimentary about the care their children receive and the progress that their children had made. The manager demonstrates a firm commitment to reflective practice that ensures that any areas for development are identified so that action can be taken to improve the provision. She takes account of the views of parents, children and staff in order to ensure that all voices are included in the process.

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

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|------------------------------------|---|
| Unique reference number | 260900 |
| Local authority | Peterborough |
| Inspection number | 876619 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 48 |
| Number of children on roll | 75 |
| Name of provider | St Thomas More Catholic Nursery Committee |
| Date of previous inspection | 16/03/2009 |
| Telephone number | 01733 569 708 |

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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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