

St Teresa's School Nursery and Extended Day Care

St George's Avenue, THORNTON-CLEVELEYS, Lancashire, FY5 3JT

Inspection date

Previous inspection date

17/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 exceptionally motivated and dynamic staff have extremely high aspirations for children. As a result, children make exceedingly good progress in all areas of their learning and development.
- The highly effective partnership working with parents means that staff gain excellent knowledge and understanding of children's interests and skills. This enables them to plan a rich, varied and imaginative environment, tailored to meet the needs of all children. Therefore, children make very strong attachments and they are emotionally prepared for their transitions into nursery and school.
- Thorough self-evaluation takes into account the views of the staff, children and parents of the setting and highly innovative improvement plans are used to drive improvement. As a result, children thrive as their needs are extremely well met.
- Staff have an excellent understanding of their role and responsibilities to fulfil their roles in ensuring the safety of all children, who attend. Therefore, children's safety and well-being are significantly enhanced.

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 observed activities in the nursery and talked with the staff.
- The inspector observed activities in the nursery, the outside learning environment and viewed equipment being used on the day of the inspection.
- The inspector took account of the views of children and parents spoken to during the inspection.
- The inspector viewed records for children's assessment and planning, regulatory records regarding adults' qualifications, vetting and suitability and children's registration details.
- The inspector discussed the procedures for safeguarding children and viewed the risk assessments and other documentation relating to safety.
- The inspector conducted a joint observation with the manager of an adult-led activity in the secret garden.

Inspector

Cath Palser

Full report

Information about the setting

St Theresa's School Nursery and Extended Day Care was registered in 2002 on the Early Years Register. It is situated in a purpose built premises in the Thornton Cleveleys area of Lancashire. The nursery and extended daycare serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The setting has access to a multi-use games area, community garden, school library and secret garden. There is a kitchen for the preparation of snacks and hot lunches. The setting opens Monday to Friday, all year round, from 7.45am until 5.30pm. Children attend for a variety of sessions. There are currently 58 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting 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:

- enhance the range of information used to establish children's starting points on entry, in order to refine the already highly targeted educational programmes from the first day children start.

Inspection judgements

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

The highly motivated and caring staff provide children with stability and structure in a rich and purposeful learning environment, which is organised to support all children to make excellent progress. Teaching and learning is outstanding as staff have incredibly high aspirations for all children and show a genuine desire to do the very best for all who attend. As a result, children are confident and highly self-motivated. Robust observations and assessments, including progress checks for children between the ages of two and three years, are used to accurately identify children's skills, knowledge and abilities. These are used to help staff to accurately identify any gaps in learning, to ensure that any need for early intervention is identified and acted upon promptly. Staff use this information to plan 'petals of progress', so the whole team is fully aware of the children's next steps in learning. Staff give high priority to working in partnership with parents to embed strong relationships. They share children's starting points and ongoing information about their current interests. For example, staff have developed a comprehensive communication, language and literacy programme, using physical gestures and signs. This is shared with parents, so they can continue to support children's learning at home. As a consequence, children make rapid progress, with any identified gaps closing significantly. Parents speak highly of the staff, saying, for example, they are 'sensitive, supportive and reassuring' and they are 'delighted with the fantastic progress' that their children make.

Children help themselves to the resources and activities, which are easily accessible in the rich, varied and imaginative environment. Staff engage children in purposeful dialogue throughout the day and extend their vocabulary. Children are taught to use new words, for example, as they talk about waterfalls they might find inside caves and the different equipment used for explorations, as children hunt for treasure in the secret garden. Staff challenge children to think and find out more, for example, asking where they might find different creatures and observe them using magnifying glasses. As a result, children develop a deep curiosity and use all their senses as they explore and make sense of their world. Children confidently express their ideas and they use language about learning. Staff engage children in sustained shared thinking and they give them time to follow their own play ideas. For example, staff evaluate children's recall skills and ask questions as they create their own spider models with play dough. As a result, children develop a deep understanding of the world around them as they recall their experiences and review their activities. Children celebrate different cultures and experiences. For example, a Chinese family and Paralympian visit the setting. As a result, children learn about equality and diversity in meaningful ways. They have access to a fantastic range of resources, to promote their imagination and creative skills. These are enhanced with children's interests in mind, such as role-play kitchens, small world farm animals, sand and water activities and open-ended resources, such as crates and fabrics for den-making. Staff are highly tuned into the children's existing skills and motivations. They reflect on children's next steps in learning as they play by adapting creative play ideas and lines of interest to extend learning further. For example, staff follow repeated requests to read a favourite princess book and use guided interaction to talk about their favourite colours. Consequently, children's next steps in learning are subtly incorporated into their play and they are highly motivated to learn.

Children have plenty of time to practise and reinforce what is being taught to them, for example, as they learn to follow instructions in the outdoors multi-use games area. Staff offer an innovative programme of physical exercise following instructions, reinforced by traffic light signals, discs and a whistle. As a consequence, children develop excellent listening skills and learn to anticipate when to stop, get ready and go. They learn to move around safely as they are reminded to be aware of others as they negotiate other children. They develop confidence in their physical skills as they practise balancing and moving their bodies in different ways. Staff encourage children to speculate and test ideas through trial and error, for example, by calculating which hole to insert coloured discs, so they connect together in a line. As a result, children are developing the confidence to predict and solve problems. Staff are teaching children the early stages of mathematics, for example, as they use books, puppets and activities throughout the day to count together. The environment is rich with numbers and letters and staff use finely tuned educational programmes to promote literacy skills. For example, children sit together in small groups to share books, follow lyrics using printed cards and play letters and sounds activities. Children eagerly listen to the stories, anticipate the plot and sound out letters as they draw them. Consequently, children develop early literacy skills and a love of books, preparing them extremely well for school. Children show characteristics of effective learning as they practise their fine motor skills, for example, as they make marks with a range of tools. Areas of provision are significantly enhanced, so that children can develop the muscles in their hands for early mark-making skills, for example, using threading

activities, white boards and chalk boards, clip boards, paint brushes and jigsaw puzzles. In addition, children use everyday experiences, such as pegging-up their own creations, dressing themselves for the outdoors and in the role-play areas. Subsequently, children make excellent progress in all areas of learning and they are extremely well prepared for school.

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

Parents are introduced to their child's key person from the beginning of the placement and say they are delighted with the excellent relationships they have and the information that is shared with them. They speak consistently highly of the compassionate, caring and welcoming staff. Children form close bonds and secure emotional attachments with the staff and they eagerly arrive at nursery with confidence and excitement. The staff have introduced an innovative parents' forum with the nursery and school to discuss, for example, children's transition onto school. As a result, children are supported extremely well with their care and well-being and their school readiness. Children's special achievements are celebrated by displaying 'star moments' within the setting for parents to share. Consequently, children feel a strong sense of belonging and pride. Flexible sessions are offered to parents to help meet the needs of the family. Children's starting points, needs and care routines are discussed with parents when they start to settle-in at the setting. This enables staff to offer children experiences that are tuned to their individual needs and interests and therefore, children settle in extremely well. There is scope to gather more enhanced information to inform children's starting points before they start at the setting, to enable staff to refine the educational programmes from the first day children start.

Children are encouraged to be independent learners and they manage their own needs. For example, they put on their shoes and socks, use the toilet and wash their hands independently, pour their own drinks and help themselves to their snacks and meals. Staff support children's personal, social and emotional development by promoting a calm atmosphere and encourage them to engage with each other as they sit together to eat. Older children eat their lunch in the hall with the school children. In addition, before and after school provision and holiday care enables children to spend time with their siblings. Staff also support a local toddler group and parents and children form strong partnerships with the staff. As a result, children become familiar with the different routines and environments and transitions into nursery and school are significantly enhanced. Staff have very high aspirations of the children and they are excellent role models, showing kindness, respect and consideration to others. They have clear ground rules and have very high expectations and as a result, children's behaviour is exemplary. For example, children share and take turns and show that they know what is expected of them when they walk quietly through the school and line-up patiently to have their sun protection cream applied. Staff show excellent teaching as they ask children to listen to instructions and be attentive. For example, children listen to each other during story time and during the outdoor physical exercise programme. They are given different scenarios to help represent their experiences and intently focus on moving their bodies. For example, they pretend to be a car and turn the steering wheel disc to change direction and balance on one leg when they have a flat tyre. Children express their own ideas and use their imaginations

with pleasure as they design their own information and communication technology computer games and make their own play dough spider. Staff remind children to watch out for their friends as they run around outside. As a result, children learn an excellent awareness of their personal safety and risk taking and therefore, they are being very well prepared for school.

Children have access to an excellent range of physical activities outdoors, such as large crates and tyres, areas for planting and digging, a wooden bridge, threading activities, hoops and a secret garden with areas to negotiate and explore. Consequently, children are making excellent progress in their physical development. The outdoor play opportunities and healthy eating are actively contributing to children developing healthy lifestyles. They eat a range of nutritious food, which is balanced and healthy and they have access to milk and water throughout the day, to ensure children keep well hydrated. Meticulous risk assessments are carried out to identify potential risks and help eliminate accidents and incidents. Children are encouraged to tidy away resources when they have finished with them to avoid tripping hazards.

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

Staff have superb expertise to teach children basic skills in the three prime areas of learning and in literacy and mathematics, to meet the learning and development requirements. The safeguarding and welfare requirements are given upmost priority. Staff have an excellent knowledge of their role in safeguarding children, including procedures regarding the use of mobile telephones and whistleblowing. There is a great emphasis on promoting staff professional development. All staff hold relevant qualifications to at least a level 3 and they have completed safeguarding training. A high proportion of staff have completed lead practitioner training for the Common Assessment Framework and as a result, children are protected from harm. Staff are meticulous at assessing and managing risks and ensuring excellent hygiene practices. For example, they use disposable gloves when handling food and toileting needs and to apply sun protection cream, to avoid cross-contamination. Medical needs are documented and all necessary regulatory documentation, including Disclosing and Barring Service checks, are well maintained. There are excellent procedures for the recruitment and induction of staff and safeguarding children procedures fully reflect the requirements of the Local Safeguarding Children Board.

The leadership and management of the setting are inspirational. Improvement since the last inspection and the use of self-evaluation to support continuous improvement, is outstanding. There is a robust system of self-evaluation, with a strong emphasis on involving all staff, parents and children in working together to develop the quality of the setting. The manager has adopted systems to precisely evaluate the provision, to focus on areas identified as requiring additional focus, for example, environment rating scales. As a result, any gaps in children's learning are rapidly closing. The setting has introduced more talking spaces both in the indoors and outdoors environment and circle time is used to focus on language and communication development. Consequently, children's confidence in communication is significantly enhanced. In addition, the nursery works closely with the

school reception teacher to discuss children's progress and implements plans to develop curriculum areas where children are making less progress. There are innovative ideas to engage partnership working with parents, the nursery and school, such as the parents' forum. In addition to parent questionnaires, open days, parents' events, family fun days, grandparent afternoons and newsletters, parents are also invited to attend workshops, such as communication and literacy workshops. Parents and grandparents say they are kept very well informed about their children's progress and how to support their learning at home. As a result, gaps in children's learning, including those with special educational needs and English as an additional language, are closing rapidly. Parents praise the nursery and ideas and suggestions are welcomed, in order to improve. For example, the nursery plans more outings into the community, including local attractions and breakfast is offered to older children to help provide parents with a more flexible routine. The nursery is unique in the area in attracting local authority funding to offer inclusive childcare, supporting all children's needs irrespective of ability. The holiday club offers up to two members of staff per child, according to their need. As a result, all children are welcomed into this outstanding setting.

Excellent partnership with other providers and with other agencies are promoted. For example, health visitors discuss the progress check for children between the ages of two and three years to ensure that any need for early intervention can be identified. The local authority early years inclusion team also offer advice to support children with special educational needs and/or disabilities and as a result, early intervention programmes ensure that gaps in children's learning are closing rapidly. Assessment and planning are monitored for consistency. Rigorous tracking of progress for all children is scrutinised to identify possible interventions. This ensures that current practice is reflected upon and ways are identified to implement support. The setting has a very well-organised, regular and effective professional development programme, which is improving the quality of teaching. Staff participate in an annual employee opinion survey and together with team meetings, supervisions, performance management and peer observations, improvements are made to improve provision. There is a programme of continuous professional development, aimed at improving identified needs and encouraging staff to follow their particular interests and passions. For example, the setting utilises the skills and talents of the sports development coordinator and the innovative programme of physical exercise. As a result, children enjoy excellent physical skills. Staff are given time plenty of time for collaboration and discussion. They feel their opinions are valued and respected and therefore, the practice is continually being evaluated to ensure high quality practice.

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	EY218466
Local authority	Blackpool
Inspection number	870731
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	58
Name of provider	St Teresa's School Nursery Governing Body
Date of previous inspection	not applicable
Telephone number	01253859621

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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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