

St John's C.E. First School Nursery and Out of School Club

St. Johns C of E First School, Whiteoaks Drive, Bishops Wood, Stafford, Staffordshire, ST19 9AH

Inspection date	15/09/2014
Previous inspection date	17/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children form strong emotional attachments to staff in both groups because key staff spend quality time with them. This also results in children's individual needs being well met.
- Children's communication and language development is encouraged well because staff ask good-quality, open-ended questions and allow children time to think and respond.
- Partnerships with parents are well established. They are warmly welcomed and encouraged to share information about their child and their development.
- Children are effectively safeguarded as all staff working with children undertake suitability checks and have a good understanding of child protection and the procedures to follow if they have any concerns.

It is not yet good because

- Robust systems are not in place to ensure all relevant information about changes to the setting is successfully shared with Ofsted. As a result, not all required information has been provided in a way that ensures all legal responsibilities are fully met.
- Children are not provided with regular opportunities to recognise letters, value their attempts at writing and to use writing for a variety of purposes.

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 observed activities in the main playroom and outside play area.
- The inspector held meetings with the manager of the setting and undertook a joint observation with her.
- The inspector looked at children's assessment records and planning documentation and a selection of policies and children's records.
- The inspector reviewed the evidence of suitability checks and qualifications of staff working with children.
- The inspector took account of the nursery's self-evaluation and discussed targets for improvement identified with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Preston

Full report

Information about the setting

St John's C. E. First School Nursery and Out of School Club was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained unit in the grounds of St John's C. E. First School in Bishops Wood, Staffordshire and is run by a voluntary management committee. The nursery and out of school club serves the local area and is accessible to all children. It operates from one main room and there are enclosed areas available for outdoor play. The setting employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and three at level 3. The nursery and out of school club opens Monday to Friday during school term time. Sessions are from 7.30am until 5.15pm. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure there are secure and robust systems in place to ensure that information is successfully shared with Ofsted about changes in hours of operation and management committee, and that this process is carried out in advance of proposed changes, where possible, and always within 14 days of changes occurring.

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

- increase opportunities for children to recognise letters, value their attempts at writing and to use writing for a variety of purposes. For example, to write their name on their work, write captions for displays and to make lists, write letters or note down appointments as part of imaginary play.

Inspection judgements

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

The quality of teaching in the nursery and out of school club is secure. Staff use their knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage well. This enables them to provide children with educational programmes that have depth and breadth. They provide children with a good mix of child-initiated and adult-led activities that offer challenge and interest across the seven areas of learning, in most instances. However, opportunities to extend and develop children's skills

and confidence in letter recognition, formation and writing are not fully embraced to consistently support this area of learning for children in the nursery. Staff encourage children to become active learners as they plan activities that interest children. For example, children in the out of school club are actively encouraged to plan their own activities with the staff. This supports their learning well, as they are engaged and actively use their imagination within the activities and experiences they participate in. Children are confident and enjoy their time, and are confident to access all areas of the environment, both indoors and outdoors. For example, children enjoy using large construction blocks to build towers in the outdoor area and enjoy looking at aspects of nature, such as a butterfly that visits their garden. Staff provide children with a selection of planned and freely-chosen experiences and encourage them to make choices within their learning. Staff demonstrate an appropriate understanding of how children learn and have high expectations for children attending.

When children initially join the nursery relevant starting point information is gathered about the child from parents, and is supplemented by initial observations undertaken by staff. This enables staff to undertake an initial assessment of what they can do. This they do by asking parents to complete an All about me form and by using key persons to observe the children in their groups. This enables them to identify and plan for individual children's next steps in learning. Assessment procedures are suitable and regularly updated; this includes the required progress check for children between the ages of two and three years. Staff ensure that they observe children during their play, recording this information within individual learning journals to monitor the development they make. Tracking and analysis of children's progress are supported by the manager and her staff team, who are able to clearly identify any gaps and trends in children's learning. Consequently, children are seen to be making suitable progress in their learning and development.

Children are confident and eager to join in with their friends as they play. They speak easily to adults and engage visitors in conversation, showing inquisitiveness in the questions they ask of them. Children have vivid imaginations and actively engage in many play opportunities to support this. For example, nursery children cooked their food in the play kitchen and took great care to ensure that everyone was fully aware that it was hot and that they should not eat the food until it had cooled down. Children have regular opportunities to find out about the local community, and enjoy participating in walks around the local environment that provide them with a range of different learning opportunities. For example, children enjoyed finding out from a local builder how walls were constructed. This followed on from learning about building walls, using construction, after they had been learning about Humpty Dumpty in nursery that week. Children begin to use their critical-thinking skills as they play. For example, staff ask them open-ended questions about how they think they can achieve tasks or make specific objects with the dough. Staff encourage them to do as much for themselves as possible, and provide praise and encouragement for their achievements. For example, children choose what they would like to play with and are also encouraged to wash their own hands prior to mealtimes. This raises children's self-esteem and motivates them to try new things for themselves. Children make good progress in their physical development. They enjoy using a range of large and small equipment both inside and outdoors. For example, they have opportunities to handle tools, such as knives, to spread the butter and jam in the role-play

area and tools for shaping and cutting when playing with the dough. They have regular access to the outdoor areas in all weathers, supporting their knowledge of different weather conditions. Staff encourage them to count and recognise numbers within routines and planned activities, to promote children's mathematical development satisfactorily. For example, counting the amount of bricks there are in the tower they have created. Children independently access resources and are learning to tidy them away when they have finished. Staff supervise them closely and offer support and advice when needed; however, overall, they encourage children to tackle tasks by themselves and become active learners. Consequently, children are developing skills and attributes that prepare them for their next stage in learning, such as the move to school. Staff support children in their move to school in a variety of ways. For example, by inviting teachers from the local school to visit the nursery, taking children to attend events in the school and sharing stories about what it will be like for them when they move on to school. This enables children who are moving on to do so confidently.

Parents have a positive relationship with the staff. They are able to share information and receive updates on their child through conversation with staff and the use of daily diaries. Parents receive ongoing information about their child's learning through parents' evenings, where they discuss their child's progress. Parents are encouraged to contribute to their child's learning, as they provide initial information about their likes and dislikes. They also participate in activities at home with their child from those suggested by staff. There are home-link books, where parents can make comments, suggestions and note down their child's achievements. Staff use this information to plan activities that will be of interest to children and as a way to enhance partnership with parents. Children's files are available in their individual drawers, in their base room, and parents are actively encouraged to view these on a regular basis. They are provided with a range of information in the reception area, and receive regular newsletters that the management team have written to keep them informed about information and events pertaining to the setting.

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

The nursery and out of school club is filled with caring and attentive staff who respond well to the individual needs of children. The key-person system is firmly embedded and provides children with security and continuity of care. Staff know children very well and work with parents to provide routines and care practices that effectively promote children's emotional well-being. For example, parents are invited to attend specific events with their children, such as celebrations, outings and sponsored events. For children new to the setting, staff work closely with the family to tailor the experience to ensure children become happy and settled in this new environment. They do this in order to foster good relationships with parents from the beginning, to support children in their care arrangements. Consequently, children settle well on arrival to both groups and have positive relationships with all staff, including their key person. Children develop close friendships with each other and clear bonds with their peers are evident. They demonstrate this as they single out particular friends to play with, laughing and joking with them during their play. Children play cooperatively together, showing developing independence skills as they independently select the resources and activities they wish to participate in within free-choice sessions. Staff provide a warm welcome to all parents and

children, and offer a safe and secure environment where children can be confident to explore their surroundings. The premises are clean and well maintained, so children can play safely. Relevant risk assessments are in place and updated on a regular basis or as required. For example, when children are due to go on an outing or if there are any changes to the setting. There is a sufficient amount of staff trained to administer first aid to ensure that children are protected. Staff have a sound knowledge of child-protection procedures and understand the reporting procedures to follow if they were concerned about a child or a member of staff, to ensure children are safeguarded. However, the management committee have not made sure that there are robust and successful systems in place to meet their legal responsibility to keep Ofsted informed about any changes to the provision. As a result, there is not a strong enough focus placed on what needs to be done to make sure children's welfare and well-being are always fully protected.

Children are provided with good-quality resources that they are encouraged to access independently. The outdoor environment is regularly utilised and provides children with a suitable range of experiences, such as role play, climbing and football. Children enjoy being outside and use the resources well, particularly to engage in imaginative play. They begin to understand how to manage their own safety as they manoeuvre around using the sit and ride toys to negotiate coming down the hill safely. Staff are positive role models, as they speak kindly and calmly to each other and the children. They encourage children to develop their independence by providing them with opportunities to make choices and to do things for themselves. Children learn good hygiene practices through everyday routines, such as washing their hands after painting activities and before eating. They give children clear boundaries and, subsequently, they learn to negotiate rules and play very well together. Staff supervise children closely and promptly intervene to promote children's positive behaviour. Consequently, children are very well behaved and play cooperatively together.

Meal and snack times are well organised and provide children with further learning opportunities. For example, children are encouraged to choose what foods they would like to eat at breakfast and snack time from the selections available to them. Children benefit from a suitable range of healthy snacks and balanced meals throughout the day. These include healthy options as parents are encouraged to provide healthy lunch boxes for children or children can access a school meal at lunchtime. In addition, they have access to fresh drinking water at all times. This ensures they are not thirsty and can consume water according to their individual needs. Staff share information about healthy lifestyles and encourage children to extend their understanding well. For example, the activities shared with children encourage them to have regular opportunities to be active, and to identify foods that are good for them and foods that are not so good for them. Staff support children in managing their own personal hygiene, by actively encouraging them to use tissues to wipe their noses. As a result, children are competent at managing their personal needs relative to their ages.

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

The manager and staff team have a suitable understanding of required early years policies and practice, along with the skills to develop a team. They have an acceptable understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and, as a result, children are kept safe. Children are protected from harm as the nursery and out of school club follow written safeguarding procedures. Staff update their safeguarding knowledge through relevant training. Children play in a safe environment because staff conduct daily safety checks of the premises, in addition to regular risk assessments of the environment and resources. Staff manage the entry of parents, carers and visitors, so that children cannot leave unaccompanied, and they ensure they are always aware of who is on the premises. Children's safety is further supported through the appropriate maintenance of accident records, which record all accidents that occur to children in the setting, and of the circumstances surrounding these. The committee chair and manager understand the procedures to support the safe recruitment of staff working with children, including maintaining an effective induction procedure and the ongoing monitoring of the suitability of staff. All files are kept in a locked cabinet to maintain their security. This supports the ongoing safety of children, staff and adults in the nursery and out of school club. However, since the last inspection the management committee and opening hours have changed and, although steps were taken to inform Ofsted of a change of committee members, these were not robust enough to ensure this process was successful. Consequently, Ofsted was not suitably informed, in line with the requirements of the Early Years Foundations Stage and both parts of the Childcare Register. Nevertheless, on this occasion, the impact on children is not significant because committee members do not have unsupervised access to children and the changes made to opening hours were minor. The manager holds regular staff meetings, and staffs' ongoing suitability is assured through secure appraisal processes, which include updating disqualification checks. There are also opportunities for staff to attend training events to update their skills, which helps to enhance their practice.

The management committee, manager and staff team aspire to continually improve the provision for children who attend. A system of self-evaluation has been implemented to help to identify strengths and weaknesses, to drive forward improvements. For example, they have sought feedback from parental questionnaires and seek feedback from staff and children within the process. This information is then collated to identify current strengths and weaknesses within the setting, and to identify targets for the future improvement of the nursery and out of school club. Partnerships established with parents are suitable and make a sound contribution to supporting children's well-being, learning and development. Parents spoken to comment that they find the staff team very friendly and approachable, and that their children love coming to the setting. The management and staff team recognise the value of working in partnership with other agencies or settings, in order to continue, contribute to and sustain children's learning and development.

The manager and her staff have a generally good understanding of the learning and development requirements, and have a suitable overview of children's progress. For example, the manager has systems in place to monitor children's progress throughout the nursery and, because of this, can confidently demonstrate that all children are on track and meeting the expectations for their age and stage of development. Planning supports all areas of learning both indoors and outdoors. There are appropriate links with external

agencies to support children's learning and development. The manager ensures that regular opportunities are offered to staff and parents to discuss the provision as a whole, and to ensure that activities on offer to children meet their ever-changing needs. This ensures that staff work as a team to support children effectively. The manager also builds on staff's knowledge and understanding of how to observe, assess and support the progress children make in their learning and development. As a result, children make generally good progress overall. Policies and procedures are in place to support practice, and these are updated regularly to ensure they are kept in line with current regulations and legislation. Performance management of staff is carried out through supervisions and appraisals, identifying any training needs. For example, core training, such as first aid, child protection and food hygiene, are routinely updated for all staff. Additional training opportunities for staff and managers are evident and some staff members hold qualifications at level 5.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- The registered person must inform Ofsted of changes of circumstances as soon as they can (no later than 14 days after the change occurs) (compulsory part of the Childcare Register).
- The registered person must inform Ofsted of changes of circumstances as soon as they can (no later than 14 days after the change occurs) (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY308093
Local authority	Staffordshire
Inspection number	873084
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	30
Name of provider	St Johns C. E. First School Nursery and Out of School Club Committee
Date of previous inspection	17/04/2012
Telephone number	01785 840 318

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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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