

# St John's Nursery Group

Our Lady Queen of Peace Church Hall, Bransford Road, ST JOHNS, Worcester, WR2 4EN

<b>Inspection date</b>	07/10/2014
Previous inspection date	10/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Very good teaching and well-planned, focused activities mean children make very good progress in all areas of learning.
- Staff know children well through their assessments and from information obtained from parents, which means they meet their individual needs and support them very effectively in their learning.
- Children are safe, as staff understand and implement effective safeguarding policies and procedures. The premises are secure and children are very well protected because staff have effective training in child protection.
- There are good relationships between staff and children in a very happy and welcoming environment. Children's health and well-being are given high priority.
- There is effective monitoring and self-evaluation and staff work very well as a team, which means there is continuous improvement in children's learning experiences. Strong partnerships with other professionals mean that all children are very well supported.

### It is not yet outstanding because

- Staff do not always enhance opportunities to extend children's questioning and learning about how and why things happen in the natural world.

## 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 large playroom and the outdoor play area, including a joint observation with the manager, who is also one of the providers of the nursery.
- The inspector held meetings with the manager and the providers of the nursery.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full report

### Information about the setting

St John's Nursery Group opened in 1959 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a church hall on the outskirts of the city of Worcester. The nursery opens on Monday to Friday, from 8.45am to 3.15pm, for 39 weeks a year. There is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. One member of staff holds Qualified Teacher Status and another holds Early Years Professional status. Children attend for a variety of sessions. There are currently 30 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. It receives support from the local authority and is a member of the Pre-School Learning Alliance.

### What the setting needs to do to improve further

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

- extend children's already very good outdoor learning experiences to further encourage their questioning and understanding of how and why things happen in the natural world.

## Inspection judgements

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

Staff observe children at play and assess them soon after they first start at the nursery. They use this information, alongside that obtained from parents, as a clear starting point on which to build children's learning. Staff get to know children very well through their observations of children's interests and how they learn, so that they can plan focused activities, which build on each child's individual learning. Staff review each child's progress regularly, so that any gaps in learning are quickly identified and addressed so that they make good progress. Children have many opportunities to lead their play. Parents are encouraged to support children at home, as their child's key person advises them about the best ways to help children to extend the next steps in their learning. This means staff and parents work as a team to support children effectively. Parents are very well informed about what children are learning, as they share information about their achievements with staff each day and contribute to their diaries. They are encouraged to lead some activities at nursery, which further involves them in children's learning.

Children choose their activities and resources, which are easily accessible in different areas of the large hall. They are imaginative in the police station role play area. This is because staff teach them about what the police do to help us and base some activities around this

theme. Visits from local police officers provide first hand experiences on which children can base their play. They have a good range of dressing up clothes and other resources to support their play. For example, staff support children in their communication and language skills as they use telephones and toy police radios. The Every Child A Talker' programme has had a positive impact on the ways in which staff develop children's language skills. They frequently introduce new vocabulary and encourage them to express themselves in a range of situations. This means all children gain confidence to speak in front of small groups and to express their opinions. Teaching is very good and children are very well prepared for school, as they learn to recognise their names and many other familiar words. They learn to recognise and write letters, sounds, numbers and shapes and take part in many focused, matching and sorting games. This improves their concentration and ensures children are calm and well-behaved. The day has structure, so that children become used to a routine. This prepares them very well for school, as they become used to working in small groups for adult-led activities at certain times of the day.

Children develop their physical skills well in the outdoor area and at the local park. They practise their hand and eye coordination and balance through the use of balls, bats, wheeled toys, stepping stones and stilts. The outdoor area is interesting and well-thought out so that children can dig, grow plants and learn about the natural world. However, staff do not always enhance opportunities to extend children's questioning and learning about how and why things happen. For example, when they show interest in particular aspects of the natural world. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported. This is because staff work closely with parents and other professionals to meet the needs of individual children effectively so they make very good progress.

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

Children are very happy and settled because staff are very caring and welcoming. Parents report that their children really enjoy attending and they feel very confident in leaving them with staff. They are given as much time as they need to settle so that they feel secure. Children make friends easily and form close bonds with their key person. Staff place a very high priority on children's well-being, so that they are emotionally secure. They meet the needs of each child through daily sharing of information with parents about children's needs and preferences, so they are aware of any factors, which may affect children. Staff notice when children may be unwell or upset and ensure they have their comfort items when they need them.

Children have a selection of fresh fruit at snack time and provide their own lunches from home. Staff ensure these are healthy and that children understand the importance of healthy food and lifestyles. Children help themselves to milk, water or diluted juice, which supports their independence. They are encouraged to put their coats on to play outdoors and to learn to manage their self-care routines. This means they are very well prepared for the move to school. Children play outdoors as often as possible so they have plenty of exercise. They learn to manage risks with supervision as they negotiate stepping stones and logs outside. Staff teach children about road safety through outings and stories and what to do in the event of emergency evacuation of the premises so that children learn

how to keep themselves safe.

Behaviour is excellent, as staff have high expectations and set clear boundaries for children. The well-structured day contributes to this, as children are secure and know what they will do at various times of the day. A visual timetable helps all children to understand this. Staff plan activities which teach them about taking turns and sharing the toys, which means they play happily together. Children are secure in their moves to school, because staff invite their new teachers to visit them at nursery and take children to school events. Staff share information about children's progress and needs with children's new settings, so their needs continue to be met.

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

Children are safe at the nursery, as the providers ensure that all staff understand and implement the comprehensive policies and procedures effectively. Staff understand how to protect children and how to report any concerns or allegations. Local authority safeguarding information and contact details are easily accessible to staff, and the providers monitor any concerns closely. The premises are secure and there are rigorous procedures for the safe collection of children and for staff recruitment. Staff check the premises each day to ensure they are safe for children and all records are meticulously kept in order to monitor and address any potential concerns. Staff supervise children very well and are vigilant in ensuring their safety at all times.

Staff work very effectively as a team to evaluate and monitor the planning, teaching and assessment so that children continue to make very good progress. The providers observe and monitor staff on a regular basis, as they work alongside them. Supervisions and appraisals are used effectively to identify any areas for improvement in staff performance and training is planned as a result. The providers monitor individual children's progress closely, so that they are all supported very effectively and their needs are met. All staff, children and parents contribute to the self-evaluation process and action plan. This leads to the identification of areas for improvement in the provision so that children's learning experiences continually improve. Weekly targets are set by staff in order to improve specific areas of the provision. Parents are very well informed about the nursery's policies and procedures. They fill in questionnaires about the provision and are welcomed into the nursery, so that they are involved in children's learning.

The nursery is supported effectively by a local authority early years adviser who sets regular targets in order to bring about further improvements. There are strong partnerships with other professionals and local early years providers. Consequently, all children are supported effectively and staff benefit from regular opportunities to share ideas and best practice. Close links with local schools means the nursery receives additional support when this is required. Staff liaise with reception teachers so they can prepare children effectively for school. Staff maintain contact with the other settings that children attend, so their learning is complemented and their welfare is protected.

### **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. 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

<b>Unique reference number</b>	205391
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	865334
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Sheila Margaret Jones and Teresa Jayne Morgan Partnership
<b>Date of previous inspection</b>	10/12/2009
<b>Telephone number</b>	07957930663

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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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