

St. Edwards Nursery and Out of School Club

Staffordshire County Council, St. Edwards C of E First School, Hollow Lane, Cheddleton, LEEK, Staffordshire, ST13 7HP

Inspection date	18/12/2014
Previous inspection date	12/10/2009

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

- Management and staff have a very good understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, children are supported to make good progress from their starting points.
- Partnerships with parents are given high priority by the nursery. As a result, parents are informed of what their children are learning and how they are progressing.
- Children's emotional security is fully committed to by all staff, who take time to get to know each child and their unique needs. Therefore, children settle well and feel safe.
- Management and staff reflect on their practice and, through a detailed self-evaluation process, they continuously drive to improve quality.
- Staff have a very good understanding of safeguarding and how to protect children from harm. This means children are protected well.

It is not yet outstanding because

- The outdoor environment does not fully promote children's learning and development across all areas of learning in the Early Years Foundation Stage.

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 conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector observed play and learning activities in the classroom and spoke to staff and children in the indoor and outdoor environments.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to children's key persons.
- The inspector held a meeting with manager of the nursery and conducted a discussion regarding policies and procedures.

Inspector

Janet Weston

Full report

Information about the setting

St. Edwards Nursery and Out of School Club was registered in 2009 on the Early Years Register and the compulsory parts of the voluntary and Childcare Register. The nursery is privately owned. It operates from two classrooms and the school hall in St. Edward's (CE) First School, Cheddleton, Staffordshire. The nursery opens Monday to Friday, from 7.30am until 6pm, 51 weeks of the year. Children attend for a variety of sessions. There are currently 28 children attending the nursery. All of whom are in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualification at level 2 to level 6. The nursery receives support from the local authority. It has established links with local schools.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment to ensure that all areas of learning are fully promoted, so that all children are provided with highly challenging and stimulating experiences.

Inspection judgements

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

Staff have a very good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They have high expectations for children and teaching is consistently very good because staff plan activities that are fun, exciting and enhance children's learning. Staff take into account children's starting points and interests, following regular conversations with parents and children. They know children very well because they meticulously complete observations on children to identify the next steps in their learning. This information is used to inform their planning, which includes opportunities to support all areas of learning. As a result, activities are planned to securely build on what children know and can do. Staff complete regular summary reports for children, which are detailed and provide parents with information of their children's progress. Children who attend the after school club are well catered for as their key person attends nursery. This helps staff support children through the move from nursery care to after school care because they can plan activities that interest them. This provides continuity of care for the children.

Children are provided with the freedom to explore their learning environment and are confident to do so. Large group time is used to encourage children to develop concentration and confidence in speaking out in a group, while smaller groups of children

take part in activities, such as bingo. Indoors the environment is welcoming and stimulating and children are given opportunities to access all the areas of learning. However, this is not replicated in the outdoor learning environment. This area does not fully support children's education across all seven areas of learning and development, particularly with regard to, phonics, mathematics and literacy. In the classroom children develop their early writing skills as they draw shapes for visitors and practise writing their names. Staff effectively introduce young children to numbers during group activities and daily routines. For example, children are encouraged to count the number of children attending that day. Interaction between staff and children is very positive. Staff are enthusiastic and demonstrate that they really enjoy children's company. Children are encouraged to recognise letters and words, younger children find their name by recognising their picture when hanging up their personal belongings, while older children are encouraged to do so by looking at the letters they take home in their bag. Consequently, by the time children are ready to move to school they have an impressive level of understanding about how words are formed.

Staff ensure that parents are kept well-informed as to their child's progress, through regular reports and parents' evenings. Furthermore, management organise information evenings for parents, where their approach to phonics in the nursery can be discussed. Effective daily verbal communications, notices and opportunities to share their child's learning and development file also contribute to keeping parents informed and included. Parents are invited to share learning from home and this is displayed on the 'tree of knowledge' where leaves record wow moments, such as 'writing the first two letters of my name' and 'counting from 1-10 for the first time'. The nursery understands the importance of working in partnership with parents. Prior to starting at nursery parents complete a document, which gives detailed and useful information about their child's likes, dislikes, preferences and what their child can do. As a result, parents and the nursery work closely together and any additional support children may require can be quickly identified. Children with special educational needs and/or disabilities are very well supported as key staff work closely with parents and outside agencies, attending meetings, if requested, with other professionals to support parents.

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

Children are very happy and content to be in this encouraging and welcoming environment. Children are confident and animated when talking to visitors, as they comment they think the nursery is 'good'. A well-established key-person system and effective deployment of staff enables children to form strong, secure emotional attachments. Staff know children very well and design activities and the environment to support their individual interests, as they carefully nurture the well-being of every child in their care. This approach successfully promotes children's developing independence and exploration. Routines within the nursery are organised to support children's emotional and social development. All children are encouraged to participate in group time to promote their self-esteem. Furthermore, children develop a strong sense of belonging and feel valued as they see their work displayed on the wall and hang their belongings on a personalised peg.

There are excellent systems in place to support children as they settle in the nursery. For example, learning files from other settings are shared and taster sessions are organised, which promotes a highly effective and seamless transfer. Staff are skilled at settling children and spend time talking to children and their parents to reassure them about starting nursery. This means that children quickly build close emotional attachments with staff and confidently make new friendships. Staff are excellent role models, as they listen to what children have to say and respond sensitively. Children play very well together and happily share toys and resources. Staff constantly praise children's efforts and ensure children are given clear boundaries. Consequently, children behave exceedingly well and have exceptional manners. For example, they show consideration for equipment and each other as they help tidy away resources and say 'excuse me' before asking a question. Staff give high priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Furthermore, children are able to manage their own risks as they discuss the rules of outdoor play, such as 'no running' and place the visual prop on the noticeboard. Excellent arrangements with the host school support children in their preparation for the next stage of learning. For example, Reception teachers visit children in the nursery and children are fully immersed in events at the school. Children and parents attending the after school club have good relationships with all staff, including their key person. The transfer from nursery, and school, to club care is very well managed, with the school passing on information about things that may affect children's physical, as well as emotional, well-being. For example, they report accidents that have occurred, providing continuity of care.

Children develop an extremely good understanding of their own self-care and the importance of good health. Staff teach children the importance of washing their hands before eating and after using the toilet. They supervise children as they use the bathroom and encourage them to be independent, while at the same time stay close by to help and support them if needed. Children acquire a range of self-care skills through precise teaching and confidently demonstrate their understanding as they put on and take off their own coats. Children are provided with a wide variety of nutritious snacks, which are carefully planned to ensure they access a healthy balanced diet. Staff are aware of children's individual dietary requirements and cater for them accordingly, adopting safe and inclusive practice. Furthermore, children are encouraged to be independent as they pour their own drinks. Children's knowledge and understanding is further enhanced as staff encourage all children to engage with regular outdoor exercise and ensure they have daily access to fresh air and physical exercise. In addition, children learn about healthy lifestyles through planting, growing and harvesting produce from their nursery garden.

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

Leadership and management are very good. All policies and procedures are reviewed regularly. Children are effectively protected from harm as staff have completed safeguarding training and are confident about their role to protect children in their care. In addition, the manager regularly reviews staffs' understanding of this. On arrival staff request visitor identification and record this in the visitors' book. Staff remind visitors of the nursery's mobile phone policy to ensure children are suitably safeguarded. Effective

risk assessment procedures are in place to ensure that the environment is safe for children. Suitability checks are carried out on all staff and there are effective recruitment procedures in place. Management ensures that new staff have a good awareness of safeguarding, by including this in the thorough induction process. Furthermore, the comprehensive induction process ensures that staff are clear about their roles and responsibilities. This is further enhanced through regular formal and informal observations of how staff interact with children by the manager. Consequently, safeguarding procedures are good and promote the safety of children.

Management's monitoring of children's progress is thorough. Effective tracking systems are in place, and children's assessments are carefully overseen by the manager to ensure these identify any gaps in children's learning. Additionally, any identified gaps in children's learning are planned for and closed quickly through the focus groups supervised by the manager. The relatively small staff team, who are experienced and well-qualified, know the children well. As a result, the quality of the learning environment and planned activities are well-promoted. Self-evaluation is effective, with areas of strength and weakness identified and targeted for improvement. For example, they have identified that they could enhance the outdoor environment by providing additional resources. Management discuss with staff their strengths and weaknesses and target training to support them in improving their knowledge and skills. Management and staff attend many training courses and cascade information back to the team. The manager works in partnerships with other professionals to ensure all children are continually supported to make good progress. This means that other staff can obtain advice about specific areas of learning and development, such as equal opportunities, health and safety and special educational needs and/or disabilities.

Management regularly consult with parents through discussions and meetings, so that they are regularly updated in respect of their opinions and ideas. An open-door policy ensures that parents can speak to their child's key person or the manager at any time. Parents are provided with newsletters, so they are well informed about how the provision operates and they are also kept up-to-date about their child's progress, achievements and daily experiences. Parents comment that they are 'very happy' with the nursery and that their children 'love attending'. The manager works in partnerships with other professionals to ensure all children are continually supported to make good progress. Management and staff liaise closely with the host school in preparation for children making the transfer. This highly effective partnership working arrangement is well-established and contributes to meeting children's needs and preparing them for the next stage of learning extremely well.

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

Unique reference number	EY393481
Local authority	Staffordshire
Inspection number	859528
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	28
Name of provider	Justine Cope & Andrew Cope Partnership
Date of previous inspection	12/10/2009
Telephone number	01538360435

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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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