

Nagle Nursery

St. Joseph RC Primary School, Chesterfield Road, Matlock, Derbyshire, DE4 3FT

Inspection date	19/12/2014
Previous inspection date	15/09/2008

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

- Children's safety is effectively promoted through the implementation of robust safeguarding and welfare procedures, which help keep the children safe at all times.
- Children progress well in all areas of learning as the vast majority of practice is very strong and staff are all skilled in engaging children's interest and motivating them to learn. Consequently, children are acquiring the necessary skills for their future learning.
- Staff are friendly, approachable and are well deployed in supporting children's settling-in routines. Staff and children are forming secure attachments, which supports children's emotional well-being appropriately.
- Staff have established effective partnerships with parents and others, which makes an efficient contribution to children's individual care, learning and development.

It is not yet outstanding because

- Staff do not always focus on fully extending children's vocabulary by introducing more complex new words in the context of their learning.
- Children's play is sometimes interrupted to go outside. As a result, they are not always given sufficient time to pursue their learning or return to their previous activities to complete them to their satisfaction.

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 spoke to the children and staff and held discussions with management.
 - The inspector observed free play, focused activities, outside play and meal times.
 - The inspector held a joint observation with the manager.
 - The inspector looked at children's assessments, learning journey records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with
- the children, the provider's documentation, policies and procedures and improvement plan.

Inspector

Janice Hughes

Full report

Information about the setting

Nagle Nursery opened in 1974 and re-registered in 2005 and is on the Early Years Register. The nursery is owned by Matlock St Joseph's Ltd, with day-to-day management delegated to the nursery staff. The nursery operates from a playroom in St Joseph RC Primary School, Matlock, Derbyshire. Children also have access to an enclosed outdoor play area. The nursery serves families from the local and surrounding area. The nursery is open each weekday from 8.40am to 3.20pm, term time only. There are currently 34 children on roll, of whom all are in the early years age range. The nursery receives funding for early education for two-, three- and four-year-old children. The nursery employs six full-time staff who all hold early years qualifications. Both the manager and deputy manager hold early years qualifications at level 4. The nursery receives support from a member of staff from the local authority.

What the setting needs to do to improve further

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

- extend the opportunities for children to broaden their language development by introducing more complex new words in the context of their learning, so that children develop a richer vocabulary and learn to understand how to use these new words in different situations
- review children's outdoor play times, to ensure children's play is not always interrupted and they are able to pursue and revisit activities to complete them to their satisfaction.

Inspection judgements

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

Children are happy and content in this very friendly and stimulating nursery. Staff have a secure understanding of the learning and development requirements for the Early Years Foundation Stage. Staff gather information from parents about the children's likes and capabilities before the children start at the nursery. They use this information as part of their initial assessment, which forms the children's starting points. As a result, staff can plan activities that interest the children from the beginning. Consequently, children settle quickly into the nursery routine. Staff continue to teach, observe and assess the children while they play, and they analyse the information obtained to identify children's next steps of learning and inform their planning. As a result, staff provide stimulating and challenging activities to meet children's needs and children make good progress. Staff complete robust assessment and tracking processes to identify children's progress and any gaps in learning. This includes successfully completing the progress check for children aged

between two and three years. Key persons are therefore able to identify when early intervention is needed so that children receive the appropriate support to meet their learning needs. Parents are involved in their children's learning from the start. They are invited to look at their child's detailed learning journey record, which contains observations, photographs and examples of work. Staff talk to parents at drop off and pick up times and discuss children's achievements. Parents make suggestions and they share details about things their children have done at home, which are added to their child's assessment records.

Children are making good progress in their learning and development with the support of staff and through participating in a wide selection of activities and experiences. Staff motivate children with enthusiasm and offer them plenty of challenges. They praise the achievements the children make however small, which helps build up their self-esteem. Staffs' teaching is mainly effective and developmentally appropriate. They interact positively with children and are fully committed to supporting children's learning. Children create a buzz of excitement as they play and learn. They are confident learners who happily talk to visitors and their friends about what they are doing. Children are active and really enjoy their learning. They concentrate and listen to instructions and independently choose their play, gaining useful skills for the eventual move on to school and their future learning. They are engaged and show curiosity and staff promote and enhance learning through play with positive attitudes. However, the children's play is sometimes interrupted when they have to stop to go outside to play and are told to tidy away the toys they have been playing with. As a result, the children are not always given sufficient time to pursue their learning without interruption, or to complete or return to their activities to their satisfaction. Staff foster children's communication and language skills well overall. They are constantly talking to the children throughout the day. They ask open-ended questions and hold purposeful conversations about what they are doing. Children enthusiastically talk with confidence to each other and staff while they play. They explain what they are doing clearly. For example, while children are decorating fir cones and talking about the winter, they discuss the animals going to sleep. However, staff sometimes miss opportunities to raise children's use of vocabulary to a higher level by introducing more complex new vocabulary, such as the word hibernation.

Children develop their literacy skills as they sit attentively and listen to well-read stories. They answer questions and repeat the end of stories with excitement and refer to sounds of the alphabet well. Children enjoy sitting in the cosy book area and choose from a wide selection of books. They turn pages correctly and discuss the pictures on the page, which helps children to understand that books can be pleasurable. They learn early writing skills efficiently, as they write their names accurately and begin to write for a purpose, such as writing shopping lists and letters to Santa. As a result, children are demonstrating the characteristics of effective learners because they are making predictions and thinking. Children's mathematical skills are developing well. For example, children play in the sand and compare the patterns the dinosaurs make and decide which one is tallest or longest. They sort the dinosaurs by size and count how many are in each group. Staff use everyday opportunities, such as snack time, to encourage the children to estimate how many more plates are required and sing popular counting songs. Children use their handling skills well, as they use a wide range of tools, such as, chalks, crayons, paintbrushes and scissors. These are used daily to create pictures which are displayed

well, demonstrating the many different art and craft activities offered to children. For example, children express their creativity well as they explore the glitter and create glitter patterns, feeling the glitter as it falls on their picture. Children's physical development is effectively promoted as they play outside. They ride bicycles and sit-and-ride toys, climb, balance and use small equipment, such as bats and balls which they learn to catch, throw and kick. Furthermore, children have opportunities to run around in the outside space. For example, they blow up their own balloons and watch them fly off in the wind. They chase and catch them and repeat the action demonstrating they are thoroughly enjoying their play as they scream with delight as the balloons fly away. Staff use this opportunity very well and teach the children about the effects the wind has on objects.

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

Staff welcome children warmly on arrival. Children settle quickly in this welcoming and comfortable nursery. Staff are caring towards children and treat them with respect and affection. Children show that they feel safe and secure because they happily separate from their parents. Children confidently select their chosen activity, become engaged in their play and chat happily to their friends, which supports them in developing trusting relationships. Children have built up strong attachments and relationships with their key person, which enables them to develop a positive attitude to their learning and a strong sense of belonging. As a result, children are confident and have high levels of self-esteem. Consequently children's emotional well-being is well catered for. All children have a key person who supports them in their learning and care and meets their individual needs. The key person system ensures that each child and family has a main point of contact in the nursery and helps children to form secure emotional attachments.

Children are learning self-help skills well. For example, they wash and dry their hands independently for snack. They then choose their own cups and pour their own drink and help themselves to a yogurt. Children enjoy their snack time and can decide for themselves when to enjoy snacks, helping their independence and socialisation. Children hold conversations about what they have been doing throughout the day and talk about their home lives. Children are well behaved because staff have a positive attitude to behaviour management. Consequently, children know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. They are generous in celebrating other children's success and show pride in their own achievements. Consequently, children are provided with valuable experiences which help them to learn how to interact socially, and which helps them to be emotionally prepared for their move on to school. Children are accommodated in a very clean, comfortable environment that is secure and well maintained. Staff and management put a lot of effort into the presentation of the children's care room. As a result, they are providing a learning environment that is inspiring, attractive and cheerful. For example, they have created wonderful three dimensional displays using children's work, and offer an exciting and comfortable learning environment in which children can thrive. Children have access to a broad selection of high quality resources and toys, which are well maintained and cover all areas of learning.

Children are offered a range of healthy snacks and meals. They enjoy talking with staff about what they are eating and the affect food has on their bodies, successfully promoting their understanding of healthy eating. The nursery provides healthy and nutritious meals and children benefit from the carefully balanced menu offered. Children take part in a range of physical activities both indoors and outdoors, supporting their understanding of the importance of regular exercise and a healthy lifestyle. Staff further develop children's understanding of their bodies as they discuss their heart beat after exercise. Staff are very safety conscious and take positive steps to identify hazards and minimise risks to ensure the nursery is secure and safe both inside and out. They closely supervise children at all times. Children learn how to keep themselves and others safe with the support of staff. Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep safe.

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

Children play in a secure safe environment. Staff have a good knowledge of the safeguarding and welfare requirements for the Early Years Foundation Stage. Staff ensure safeguarding procedures are robust by following procedures effectively and understanding their responsibilities if they have any concerns about a child in their care. Staff complete child protection training and are thoroughly aware of the procedures for dealing with child protection issues. The manager has put in place rigorous recruitment procedures, which include appropriate Disclosure and Barring Service checks, gathering references and conducting inductions. She therefore is ensuring the staff working with the children are suitable to do so. Staff and the manager ensure the premises are secure and children are well supervised. The manager has put in place a comprehensive range of policies and procedures, documentation and records to help ensure children's health and safety needs are efficiently well met. All staff take responsibility and use risk assessments to help ensure children's health and safety inside, as well as outside and on outings.

The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff and by conducting practice observations. As a result, staff improve the quality of their teaching and consequently, children's learning. Children, therefore are making good and in some cases very good progress towards the early learning goals in all seven areas of learning. The manager is a strong leader. She and her team have worked extremely hard since the last inspection and have successfully implemented effective assessment and planning procedures to identify children's individual learning. As a result, staff are demonstrating a good capacity to drive improvement. The manager effectively monitors the staffs' performance. She has devised comprehensive supervisions and observations of staff and a detailed appraisal system. As a result, staffs' training needs have been identified, which has enabled her to put in place a training programme. Staff complete a range of training courses and they are encouraged to continue to increase their knowledge through ongoing training. Children benefit from

these because they are taught by knowledgeable staff. The manager and staff are dedicated and enthusiastic and have a positive attitude to improving the quality of care and education they provide for the children. They complete ongoing self-evaluation and critical reflection, which takes account of the views of staff, parents and children. They therefore have a clear awareness of the strengths of the nursery and the identification of areas for improvement. The manager and her deputy have put together a detailed action plan to address any issues. As a result, staff are able to organise how and when they might implement the improvements to better the quality of care for the children, over time. For example, staff have identified the need to improve the outside environment, which will improve children's enjoyment of outside play.

The manager and staff have established strong relationships with parents. When their child starts at the nursery, parents have the opportunity to see all the comprehensive policies and procedures that cover all relevant legislation. Parents speak highly of the staff and express their satisfaction with the service provided. They comment positively about the nursery, particularly about the progress their children make and the friendliness of the staff. Parents receive quality newsletters and can review detailed notice boards to gain further information about the nursery. Consequently, parents know what is going on in the nursery and how this aids their children's care and learning over time. Staff have made good links with outside agencies, such as the local authority and other agencies, which ensures that children's specific needs are assessed and that appropriate support is given.

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	EY310127
Local authority	Derbyshire
Inspection number	856666
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	34
Name of provider	Matlock St Joseph's Ltd
Date of previous inspection	15/09/2008
Telephone number	0162955222

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Type of provision

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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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