

The Mulberry Bush at St Augustines RC Primary School



St. Augustines RC Primary School, Kesteven Road, STAMFORD, Lincolnshire, PE9 1SR

Inspection date

28 May 2015

Previous inspection date

4 March 2010

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

Summary of key findings for parents

This provision is good

- Staff use observations and assessments well to plan for children's next steps in learning. As a result, children make good progress in their development.
- The manager and staff continually evaluate the nursery practice. They accurately identify aspects for improvement to support the ongoing development of the nursery.
- Staff have a secure understanding of their role and responsibilities to safeguard children, including what to do if they have concerns about a child's welfare.
- Partnerships with parents and external agencies are a key strength, and are highly effective in ensuring appropriate interventions are secured. Consequently, all children receive the support they need.
- Children who speak English as an additional language are encouraged to make good progress in their learning. Successful steps are taken to provide opportunities for children to develop and use their home language in their play. Staff also effectively help parents with English as an additional language, to enhance communication at home.

It is not yet outstanding because:

- Older children do not always have opportunities to explore the sounds of letters and words, to fully extend their literacy skills.
- On occasion, children's creativity during planned adult-led art activities is not fully promoted. They are not always able to freely access craft resources to share their own ideas.

What the setting needs to do to improve further

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

- promote older, more able children's literacy skills further, for example, by helping them to explore the sounds of letters and words throughout daily activities, as well as during planned adult-led sessions
- strengthen the quality of creative opportunities for children, for example, by increasing their free access to a wider range of materials, encouraging them to explore, experiment, investigate, invent and develop their own artistic ideas.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities and the quality of teaching.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager, and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's procedures for self-evaluation.
- The inspector took account of the views of parents and carers.

Inspector

Claire Stevenson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Highly qualified staff are knowledgeable and confident about how children learn. They know children well and effectively identify next steps in their learning. Children have access to a range of sensory play experiences, such as mark making and painting. They skilfully use tools to spread glue, and demonstrate their concentration as they take part in an art and crafts activity. However, some art displays and craft activities tend to be overly adult-led, and do not always reflect children's own creative ideas. Children experience and develop their awareness of sounds, as they explore and play musical instruments. They develop their listening skills, as they respond to staff asking them to play instruments at different speeds and volumes. Staff join in with children's imaginative play and use mathematical language, for example, they discuss how many minutes to cook a meal for. Older children are curious about letters and words in their environment. However, staff do not always use opportunities to encourage the sounding of letters of the alphabet, to enhance children's early reading skills. Nevertheless, children gain the skills they need in readiness for school.

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

An effective key-person system is in place. As a result, children feel safe and show confidence in exploring their environment. They are encouraged to be physically active. Daily opportunities for exercise and fresh air are available in the secure outdoor play area. In addition, children and staff regularly go out for walks together. This enables children to form good relationships with staff, and develop friendships with other children. Children are offered healthy snacks, and they independently pour their own drinks at mealtimes. This helps them to practise their self-help skills. Staff are good role models. As a result, children learn to share and play cooperatively. Staff listen to children, and their ideas are valued and acted upon, through the successful introduction of the children's committee. Staff set up role-play areas for children to try on school uniforms, and accompany them on visits to the local school. This helps to prepare children emotionally for their eventual move on to school when the time comes.

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

Leadership at the nursery is good. The manager has a secure understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff suitability is checked through strong recruitment procedures. There is a sufficient number of staff qualified in first aid. Supervision is effective, and staff are well supported to access continual professional development. Training information is successfully shared within the nursery to develop the practice. For example, staff attended a course, helping them to confidently allow children to take safe risks in play. The manager regularly checks the accuracy of children's ongoing assessments. She uses this information well, to ensure targeted actions are put in place, to make a positive difference to children's achievements.

Setting details

Unique reference number	EY399928
Local authority	Lincolnshire
Inspection number	860113
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	70
Name of provider	Byrd Associates Limited
Date of previous inspection	4 March 2010
Telephone number	01780 762 423

The Mulberry Bush at St Augustines RC Primary School was registered in 2009. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications, from level 3 to level 6. One member of staff also holds Early Years Professional status. The nursery opens all year round from Monday to Friday, 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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