

St Mary's Nursery

Park Road, Camberley, Surrey, GU15 2SR



Inspection date

4 June 2015

Previous inspection date

26 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The way staff support children's learning and care is inconsistent as they have differing amounts of skills and expertise. Consequently, some children make less progress in their learning and development than others.
- Staff do not share any information which may affect their suitability to work with children. As a result, the management team is not aware of any issues which may mean staff should not work with children.
- Staff do not consistently promote children's communication and language for those who require additional support. This prevents children from sometimes understanding what is being said to them.

It has the following strengths

- The nursery staff work effectively with outside agencies to support children's care and promote their well-being. This enables children to progress in their development.
- Children's independence skills are promoted well, particularly at snack time. They have opportunities to cut their own fruit, pour their drinks and wash their plates and cups. This supports children's readiness for starting school.
- The management team has undertaken some useful self-evaluation. This shows a clear vision of how they would like the nursery to continue to improve to provide good outcomes for children.
- Children can move freely from indoors to outdoors. They have access to a range of different resources and materials which they use to extend their play and promote their learning in all areas.

What the setting needs to do to improve further

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

- ensure all staff have the appropriate skills and knowledge to enable them to recognise each child's care and learning needs and provide for these accordingly so that all children make good or better progress
- improve the recruitment procedures and continued suitability assessment arrangements by providing regular opportunities for staff to disclose any health issues, convictions, cautions, court orders, reprimands, warnings and disqualifications including those by association, so appropriate action can be taken to ensure the safety of children.

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

- improve children's communication and language development by using visual aids to support children in making choices, engaging in activities and to help them understand a wider range of words.

Inspection activities

- The inspector observed activities in the inside and outside areas and assessed how well staff supported children's learning.
- The inspector conducted a joint observation with the manager of the setting to assess the quality of teaching.
- The inspector spoke with parents and carers to seek their views on the quality of provision.
- The inspector sampled a range of documentation such as children's developmental records and staff information.
- The inspector discussed the nursery's action plan to assess how well the management team identify areas to improve and develop.

Inspector

Maria Conroy

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a broad range of activities which support most areas of learning and development both indoors and outdoors. However, the quality of teaching is variable. Some staff provide good levels of support and work closely with children who require more help. This enables them to progress in their learning. Other children who are happy to get on and play are left to their own devices and receive less adult interaction. Although children's developmental records are maintained, staff do not always use this information effectively to plan suitable activities. For example, no visual aids are used for children who require additional support with their communication and language. As a result, this prevents children from understanding and communicating with staff about what they want or need. Parents receive relevant amounts of information to show what children have achieved during the day. Effective arrangements are in place to help parents support children's learning at home.

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

The staff arrangements are not always effective. Children's emotional well-being is not consistently supported because the skills and knowledge of some staff are not sufficiently developed. For example, staff do not always spend time with the children they look after regularly, or directly attend to their care needs. Children enjoy snack time where they learn about a healthy diet, through the range of fruit and vegetables they eat. Staff have attended training in how to manage children's behaviour; as a result they deal with challenging behaviour well. However, they do not always take the opportunity to praise children when they have done something well.

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

This inspection took place following a concern about the safety and suitability of the premises, risk assessments and safeguarding. The management team completes a health and safety audit. This enables leaders and managers to regularly review and improve procedures for keeping children safe. For example, a reception area has been organised which prevents children from accessing the main doors. In addition, an alarm is fitted onto the door as a precautionary measure. All staff have a good awareness of safeguarding and the procedures in place to protect children and keep them safe. The management team regularly reviews practice and has addressed the issues raised at the last inspection. Leaders continue to implement an action plan to make further improvements. Systems have been recently introduced for mentoring staff, which help to support their professional development. Recruitment procedures include checks to make sure staff are suitable to work with children. However, the procedures in place for assessing continued suitability are not robust enough and mean staff are not continually checked to ensure they remain suitable to work with children.

Setting details

Unique reference number	120236
Local authority	Surrey
Inspection number	1016201
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	46
Name of provider	St Mary's Nursery Committee
Date of previous inspection	26 January 2015
Telephone number	01276 685167

St Mary's Nursery was registered in 1992. It is run by a voluntary committee, and is based in a modern church located close to the towns of Frimley and Camberley, Surrey. The nursery uses a large hall with kitchen and toilet facilities. There is direct access to an enclosed outside play area. The nursery is registered on the Early Years Register. It is open on Monday and Tuesday, from 9am to 1pm, and from 9am to 2.30pm on Wednesday, Thursday and Friday. The nursery receives funding for free early education for two, three and four-years-olds. There are eight members of staff who work with the children. Six staff hold early years qualifications, five at level 3 and one with Early Years Qualified Teacher status.

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.

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