

Cloud 9, at St Bernadettes

Inspection report for early years provision

Unique Reference Number	EY338999
Inspection date	17 July 2007
Inspector	Rebecca Hadley
Setting Address	Staffordshire County Council, St. Bernadettes RC Primary School, Lindale Drive, Wombourne, WOLVERHAMPTON, WV5 8DZ
Telephone number	01902 894787
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Registered person	Mrs Loraine McHale and Mrs Fiona Woodall
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Cloud 9 at St Bernadettes opened in 2007. It operates from one room in St Bernadettes RC school in Wombourne. The setting is registered to provide care for 24 children aged from two to five years. There are currently 18 children on roll who attend on a full and part-time basis. Eight children receive grant funding for nursery education.

The setting opens from 08.30-17.30 all year round except for bank holidays and Christmas.

The setting supports children with disabilities and those who speak English as an additional language.

Three members of staff work with the children. Two are qualified and one is working towards obtaining a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted. The setting takes steps to ensure that children are protected from the risk of infection and positive steps are taken to prevent the spread of infection when children become ill. For example, information is provided to parents about incubation times and advised minimum exclusion periods for contagious diseases which are strictly adhered to. In-depth information relating to children's health is obtained at registration and accident and medication records are in place and correctly filled in. Children are developing a good understanding of health and hygiene practices. They wash their hands at appropriate times throughout the day and brush their teeth after lunch. Younger children are beginning to independently fetch their own bags when it is time to have their nappy changed.

Children are well nourished and their individual dietary requirements are well met. They grow vegetables and fruit such as strawberries, lettuce and tomatoes and talk about what foods are good for them. Staff have a clear understanding of children's individual dietary needs and ensure that children with allergies are well protected. Hot meals and snacks provided to children are nutritious and offer variety and choice. They include roast dinners, fish, casseroles, vegetable broth and a variety of fruit and vegetables. Children are well hydrated because fresh drinking water is readily accessible at all times. Mealtimes are relaxed, social occasions when children sit together around the table to enjoy their food and each others' company.

Children develop confidence as they practise and extend their skills during indoor and outdoor physical play. They enjoy good opportunities to experience physical activities and develop their skills. They access a range of activities such as hoops, tractors, scooters, space hoppers, balls, a slide and a climbing frame. All of which enables them to develop control of their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in premises that are well presented and maintained in good condition. The room is brightly decorated and displays of children's work are at child height. Toilet and nappy changing facilities are appropriate and meet individual needs and privacy. Children are kept safe because the premises are secure and the outdoor area is fully enclosed. The procedures for the arrival and collection of children are well managed to ensure that they are kept safe. Children are protected and their welfare is promoted through a risk assessment of equipment and premises, both inside and outdoors. However, the door between the nursery and the school is not kept locked at all times. Therefore children's safety is potentially compromised in this area.

Children enjoy using a wide range of toys and resources, suitable for their ages and stages of development. They are able to easily and safely select activities for themselves. They have space to play freely, to be active, quiet and rest according to their individual needs. They are developing an understanding of how to keep themselves safe as they regularly practise emergency evacuation procedures and staff explain to the children why they must be careful in certain situations. For example, when crossing the road on outings or when playing in the sand or water.

Children are well protected from harm because all staff have a good understanding of their role in child protection. There are clear and thorough child protection policies and procedures in place and staff are aware of the procedures they should follow in the event of a concern about a child in their care. Therefore, children's welfare is promoted and safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, well settled, happy and comfortable in their environment. They benefit from the good knowledge of child development held by the staff. Staff have a good knowledge of the children's starting points, because they are discussed with parents before the child starts and staff carry out observations and assessments to help children to make progress. Positive interactions can be seen between children and adults and children actively seek out staff to join in their games or for a hug.

Younger children benefit from staff's implementation of the 'Birth to three matters' framework. Children are beginning to develop independence and are interested and involved as they choose from a range of age-appropriate activities. Children have first hand experiences to develop curiosity as learners because staff encourage them to take part in new activities such as shaving foam. Younger children expressed delight and wonder, laughing and shouting as they chased the bubbles. However, not all activities offered to children are fully extended to move children forward or to further children's interest. Children are developing self-esteem because staff offer encouragement and praise at all times and through seeing their work and photographs displayed.

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage. Planning is linked to the stepping stones and provides a broad range of practical activities that cover all areas of learning. Evaluations of activities and observations of children are in place. However, they are not always used to ensure that each child moves forward at a pace suitable to their individual needs. Good use of time and resources helps the children's learning. They are able to access all activities and independently make choices within their learning. Staff encourage children to think and demonstrate what they know and understand. However, on occasions they miss opportunities to fully extend children's learning.

Children are interested, excited and motivated to learn. They are eager to try new activities, such as, the shaving foam. They work harmoniously with others and are beginning to understand that they have to take turns and share. For example, when playing with the musical instruments. They are developing good personal independence skills and personal care needs. They choose activities independently and wash their hands at appropriate times during the day, eagerly running out of the facilities to show staff that they are clean.

Children use speech to organise and explore real and imagined experiences, ideas and feelings. They recognise and name letters when playing with magnetic letters and are beginning to link sounds to words. For example, K is for kite and key. Children are beginning to understand that print carries meaning and is read from left to right. They recognise their names in a variety of situations such as on their coat pegs and at lunch time. They enjoy looking at books either individually or with their peers and recognise their favourite stories from the cover of the book. However, story time is not always extended to allow children to join in with their favourite stories or repetitive sentences. For example, when reading the hungry caterpillar. Children attempt writing for a variety of purposes. For example, filling in booking forms in the travel

agents, chalking and making marks with water, shaving foam and flour. Some children are able to write recognisable letters and some can write their names.

Children say and use numbers in familiar contexts. Most children are able to count to 10 and some to 11 and beyond. However, at times this is not reinforced. For example, when reading the story of hungry caterpillar. They are beginning to recognise numbers from displays around the room. For example, they know that only two children are allowed in the sand and water at any one time. Children use language to describe and compare shape, position, size and quantity. For example, one child when playing with the compare bears said 'I'm putting a blue one in the middle of the circle' and when talking about sizes called the big one Daddy, the middle size one Mummy and the small one Baby. Some children begin to relate addition to combining two groups of objects and subtraction to taking away. For example, when using dominoes to match numbers. However, at times staff miss opportunities to extend this concept. For example, when squirting piles of shaving foam.

Children are beginning to investigate why things happen and how things work. For example, they experiment with magnets and look at objects through a magnifying glass. They use information communication technology and programmable toys such as a computer, a compact disc player, tills and telephones. Children observe, find out about and identify features in the place they live and the natural world. They can name the days of the week and what the day was yesterday. They know what the weather is doing, plant and grow seeds in the garden and find out where pets and animals sleep. Children begin to know about their own cultures and beliefs and those of other people. They look at other countries in holiday brochures in the role play travel agents and celebrate festivals such as Chinese New Year.

Children show an awareness of space for themselves and others. They can sit in a circle and ride bikes and scooters confidently avoiding obstacles and each other. They travel around, under, over and through balancing and climbing equipment, move like animals when dancing to animal music, circle hoops round their waists and balance on one leg. Children are able to be creative, expressing their own ideas and thoughts through art, music, dance and imaginative play. For example, one child dresses up as a pirate and creeps around the room and a group of children make music in a band. They recognise and explore how sounds can be changed, repeat sounds and sound patterns and match movements to music. For example, during the music session children tap out rhythms to their names. However, the activity was not extended to allow children to name the instruments and they did not have time to participate with actions stories such as going on a bear hunt. Children respond in a variety of ways to what they see, hear, smell, taste, touch and feel. They describe sand as feeling 'tickly' and 'soft'. However, staff do not always extend this. For example, when playing with the shaving foam.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and are valued and respected as individuals. They have good opportunities to develop an understanding of the wider society through a range of resources and activities including puzzles, dolls, and a lotto game which depicts children from around the world. This helps them to develop an understanding of diversity. Procedures are in place to ensure that children with disabilities are well supported and to enable staff to liaise with parents and outside agencies. This ensures that children's individual needs are well met. The children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good in proportion to their level of understanding and maturity. This is because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. Children understand clear and consistent guidelines and expectations of behaviour. They are able to share the toys and enjoy playing together. For example, when two children wanted the same musical instrument staff explained that 'we share at nursery'. The children decided 'you have one and I have one'. Staff are good role models and promote children's confidence and self esteem through positive praise and encouragement.

There are good relationships with parents which helps to promote the learning and welfare of the children. They are provided with in-depth information about the setting through a prospectus and notice boards which display planning, policies, key worker groups, nursery routine and menus. The complaints procedure is displayed and ensures parents are well informed about action they can take should they be unhappy with any aspect of their child's care.

The partnership with parents and carers is good. The nursery provides information to parents about the Curriculum guidance for the foundation stage when their child starts at the setting and planning is displayed on the notice board. They receive information about their children's progress through a daily information book, verbal feedback with staff and parents evenings. The partnership with parents ensures continuity between home and nursery, so that children settle well and achieve their full potential.

Organisation

The organisation is good.

The registered provider's and the manager demonstrate a good knowledge and understanding of the need to inform Ofsted of any significant changes. The nursery offers a warm and welcoming experience where children are happy and settled. Children's care is further enhanced by good organisation and resources to support and extend their development and learning. Staff are well qualified and effectively deployed to ensure that children receive a high level of care and attention. They regularly attend training to ensure that they update their knowledge and experience. Detailed documentation is in place and regularly reviewed to ensure that requirements are met. There is an operational plan in place which includes a wide range of policies and procedures to ensure the smooth running of the setting.

The leadership and management is good. Staff are well managed and there are good systems in place to provide clear direction, support and leadership. For example, weekly staff meetings take place and staff appraisals and inductions are effective. There is a clear system to monitor the effectiveness of the curriculum and children's progress. Management and staff are dedicated and work well together. Senior management are committed to providing a high level of care and education for children and are constantly looking at and implementing ways to move the setting forward. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the door leading from the main playroom to the school is locked at all times.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning, assessment and evaluations to ensure that they cover all areas of the curriculum and children move forward at a pace suitable to their individual needs
- continue to develop staff's awareness of how to extend activities to further children's knowledge and experiences. (Also applies to Childcare).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk