

# St Andrews Nursery Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	309742
<b>Inspection date</b>	07 November 2005
<b>Inspector</b>	Lesley Sharples
<b>Setting Address</b>	St Andrews CE Infant School, Woodlea Road, Leyland, Lancashire, PR25 1JL
<b>Telephone number</b>	01772423 339
<b>E-mail</b>	
<b>Registered person</b>	St Andrews Nursery Group
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

St Andrew's Nursery Group has been registered since September 1998 and operates from a dedicated space within St Andrew's Church of England Infant School in Leyland. The surrounding area is residential and children attend from the local and wider communities.

Facilities for children comprise of two interconnecting rooms with adjacent toilets. There is access to the school's outdoor area, hall and library.

The nursery is open each week day and offers two separate sessions from 09.00 to 11.30 and 12.45 to 15.15 during school term times. Children attend morning or afternoon sessions.

There are currently 49 children on roll. Of these, all are in receipt of funding for nursery education. Most children attend for five half a day sessions and some for less. The majority of children attending will attend the school and the nursery currently supports children with special educational needs. There are no children attending for whom English is a second language.

The nursery operates under a committee which employs four staff, three of whom are present at each session. All staff are qualified or trained in early years. The manager is a qualified and

experienced nursery nurse, there is a qualified teacher and one other nursery nurse and one member of staff trained to NVQ Level 2 in child care. Advice, training and support is received from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are actively learning the importance of good hygiene through well planned daily routines. They are encouraged to be independent in their personal care needs when they wash their hands after using the toilet and before eating. This sustains high levels of hygiene and helps prevent the spread of infection. Children are cared for well when they have an accident. They are comforted, reassured and appropriate action is taken to deal with the injury and the requirements for recording and sharing the information with parents.

Children are offered a variety and choice of drinks during snack time and are able to access drinking water throughout the day. They enjoy pouring drinks for others and it is a pleasant and sociable time for them. They have limited choice in healthy options for their snacks but any foods offered comply with all special dietary requirements to ensure children remain healthy.

Vigorous outdoor physical play is a regular feature of the nursery education provision. This ensures the development of a positive attitude to exercise and fresh air which promotes children's health and well being. They have good opportunities for various activities to promote large muscle development, such as running, kicking and catching balls and engage well in activity rhymes in small groups. They also explore their surroundings within the school setting which offers extensive green space outdoors, as well as use of the school hall when there is inclement weather.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are made welcome in the bright and well maintained environment in which they are safe and secure. The premises are suitable for their purpose because they are generally well organised and good use is made of space so that children are able to move around freely as they develop confidence in their surroundings. Staff are fully competent in providing children with a suitable range of safe and developmentally appropriate resources so they can access activities for themselves, such as in the book area where children enjoy choosing and looking at books independently. Evaluations and improvements, such as in the sand and water areas, help to review the provision for children so that they gain maximum experiences in learning opportunities.

There is a newly designated person in the staff team responsible for assessing risk and procedures are currently being reviewed and applied. Alongside this, informal daily checks are made prior to children commencing so that their safety is not compromised. Children partake in emergency evacuation drills so they are helped to understand the procedures in place. Children's safety and welfare is further safeguarded should there be any concerns of abuse as staff have a basic understanding of their responsibilities for recording and reporting any child protection issues to the appropriate authorities. However, the policy has not been revised as recommended from the last inspection to include procedures if there is an allegation made against a member of

staff or volunteer. Staff also lack clear understanding of the requirement to inform the regulatory body and have not had up to date training.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

### **Nursery education**

The quality of teaching and learning is satisfactory. Children are confident in their relationships with practitioners. They play happily together and with adults and are eager to learn. Staff plan and provide activities which develop children's physical, social and intellectual capabilities. Practitioners' sound understanding of the curriculum guidance for the foundation stage and its implementation in a reasonable range of teaching methods, ensure improvement in children's achievements. Planning contains detail for the focussed activity and staff rotate responsibility for this. Long term plans are in place to help children progress along the stepping stones. Learning achievements stem from a baseline knowledge and observations and assessment so that next steps for individual children are recognised, including more able children. Practitioners take informal opportunities to discuss activities and evaluate them in their contribution in children's learning.

Children show a strong sense of belonging as they greet each other and practitioners on arrival. They confidently recognise their names and place it under their key worker's name. Staff are sensitive in recognising when support is required when separating from their carer by reassurance and holding hands. This helps children feel secure. They are generally well engaged in their play as they select and carry out activities and assume responsibility for personal care and assist in tidying away their toys. Children are friendly and show care and concern for others. This is reinforced by the practitioner using stories to talk about feelings and positive responses, such as kisses and hugs, which children are invited to demonstrate with the puppet. Children are learning to take turns, form a line and share activities in cooperative play.

Careful consideration is given to provide opportunities for children to speak confidently, share their experiences and listen intently to stories. Children independently select books but are often disturbed by others so their enjoyment is disrupted. They are beginning to learn about number, colour and shape, such as making use of resources to experiment with magnetic resources in sorting and grouping them. Practitioners use spontaneous opportunities to count and use positional language such as 'shorter and taller than the door' when a child was measuring with a metre long ruler. Visual displays to help children recognise and relate numbers, letters and shape to their play are not at their level and therefore limits opportunities to reinforce and assess learning.

Children develop knowledge of their local environment and the wider world by the use of some resources and positive images on display as well as themed activities. They do not have sufficient opportunities to investigate how things work and operate simple equipment to increase their understanding of programmable toys and information and communication technology. Children use their imagination in play, such as putting their 'cakes' in the oven and being doctor and patient. They develop good levels of hand and eye co-ordination in their creative play, such as using glue sticks and malleable materials and this promotes their small muscle development. They concentrate well and for extended periods when painting and creating art work which is exclusively their own design. They enjoy singing and joining in the actions and body movements in rhymes when playing outdoors and this promotes a sense of fun.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children's individual access to all activities and opportunities ensures equal chances to benefit from opportunities for their development and learning. Staff know the children very well and the key working system ensures their individual and any additional needs are met with supportive attention given to those with special education needs. The manager is the designated person who has responsibility for ensuring implementation of the Code of Practice and has a very good understanding of the requirements and procedures to follow, including working with other professionals. Partnership with parents is satisfactory. Staff invite parents of new children to initial induction meetings so that parents are aware of the provision. Staff also ensure they are available at arrival and departure times for daily discussions, as well as ensuring information is shared through meetings and newsletters.

Staff are managing children's behaviour with the use of appropriate strategies and reward systems so that children begin to learn a sense of right and wrong. This is not however, always consistently applied and can result in disruption and unclear boundaries for the children. Staff respond to some unwanted behaviour in a calm manner and give explanations to help them understand the reasons but at times do not challenge other behaviours, such as standing on low tables. Children are learning about manners from staff who are effective role models. They also offer a positive approach to children in reinforcing good behaviour by praise and encouragement.

This approach fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is satisfactory.

Staff working with children are well qualified and trained and they work well as a team with defined roles and responsibilities. There is clear direction and some monitoring of teaching and learning undertaken. Children's records of achievement evidence sound learning and progress to help their later transition into school. Leadership and management within the setting is satisfactory as documentation, policies and procedures are mostly in place which contributes to children's well being, safety and learning.

The induction programme ensures new staff are aware of requirements within the setting and individual training and development needs are generally identified, such as updating first aid training. Staff have annual appraisals and have regular opportunities each week for planning activities. The organisation of the environment offers defined areas for differing play opportunities and resources are stored at low level for ease of access and choice for children. There is commitment from staff to making positive changes to benefit children in aspects of their learning so that the environment and resources are used to their maximum potential.

The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection there were recommendations made to revise policies and make them specific to the nursery, keep contents of the first aid box in date and to further develop outdoor play.

The policies are planned to be revised fully in February 2006 but currently omit important information about procedures to follow if allegations are made against a member of staff or volunteer. Further to this there is no reference to informing Ofsted if there is concern of abuse of a child and therefore there is a further recommendation made. The first aid box is fully equipped with items well inside their expiry date so are safe for use. The outdoor area offers a variety of play environments for children with hard, soft and safety surfaces with plenty of resources to promote children's physical development.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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):

- offer children a wider choice of healthy eating options for their snacks
- revise the child protection procedures to include informing Ofsted of concerns and if an allegation is made against a member of staff or volunteer and ensure staff have up to date training
- apply the behaviour policy in a consistent manner so that children understand safe boundaries and these are reinforced.

#### **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):

- provide rich sources of number, letter and shape within the environment which are displayed at children's level
- increase opportunities for children to experience how to operate simple equipment and the use of programmable toys and information and communication technology

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](http://www.ofsted.gov.uk)