



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127570

DfES Number: 518633

### INSPECTION DETAILS

Inspection Date 05/10/2004  
Inspector Name Beryl Witheridge

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name St Aidans Nursery School  
Setting Address The Christopher Centre  
The Alma, Leander Drive,  
Geavesend  
Kent  
DA12 4NG

### REGISTERED PROVIDER DETAILS

Name The Committee of Rev Rich, Peter Geoffrey

### ORGANISATION DETAILS

Name Rev Rich, Peter Geoffrey  
Address The Vicarage, St. Gregorys Crescent  
Gravesend  
Kent  
DA12 4JL

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

St Aidans Nursery School opened in 1965. It operates from 3 rooms in a community hall, in Gravesend. St Aidans serves the local area.

There are currently 54 children from 2.75 to 5 years on roll. This includes 46 funded 3-year-olds and 3 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports 4 children with special needs and 3 children who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 08.55 to 11.50.

There are 10 staff working with the children. Half the staff have early years qualifications to NVQ level 2 or 3. There is one member of staff currently working towards a recognised early years qualification, other staff undertake short courses. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership (EYDCP). There are close connections with the local Infants School.

### How good is the Day Care?

St Aidans Nursery School provides good care for children.

The nursery is run by dedicated staff who regularly update their knowledge and training. Staffing levels are always maintained and are often higher than the minimum required. Staff work very well together as a team and are all aware of their roles and responsibilities. They have use of two rooms and the entrance hall in a community hall. They utilise the space well to provide the children with a warm, bright, welcoming environment and different areas of play.

The staff are aware of the safety of the children within their care, children are supervised at all times while on the premises. A member of staff monitors the door at the beginning and end of each session when children are dropped off and collected.

Staff practise good hygiene routines and encourage the children in these. They are aware of the individual needs of each child and aim to ensure that those needs are being met at all times.

The activities provided for the children are varied and interesting. Children do not have free access to resources but staff try to provide them with a wide variety of activities during each session, to give them choices. Time is not always well managed and staff need to look at daily routines to see how this can be improved. Staff work closely with the children taking an interest in all they do, talking and listening to them. Planning shows that staff use their knowledge of the children to ensure that their individual developmental needs are met.

There is a good relationship between parents and the group. Parents are given a prospectus and newsletters to keep them up to date with everything that is happening. Information is written in English only. Parents are able to speak to staff at any time but not all parents are aware that they can see their children's records. Staff arrange a meeting with parents when their child leaves the group to go to school. They discuss the 'Record of Transfer' with them.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The staff have excellent interaction with the children. They talk to them at all times encouraging and praising them. The children learn to feel confident in all they do and learn.
- The staff make excellent use of the premises. They are able to provide children with different areas of play, which are clearly marked. Children are able to move around freely and make effective use of the space to extend their play.
- Good hygiene practices are encouraged. Children know how and when to wash their hands. Tables are always washed before food is served. This develops the children's own good hygiene practices.
- The children are offered a wide variety of toys, equipment and exciting activities. Staff use planning well to give the children different experiences. Children learn and develop at their own pace and are happy and secure.

#### **What needs to be improved?**

- the organisation of snack time
- the provision of resources which provide positive images of the diversity of society
- staff's awareness of consistent behaviour management procedures

- opportunities for parents to see and discuss their children's records
- written information for parent's who do not have English as their first language.

### Outcome of the inspection

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	Increase the toys and equipment which provide positive images.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

St Aidans Nursery School is acceptable and of good quality overall. The children are making generally good progress towards the Early Learning Goals. (ELGs)

Teaching is generally good. Staff have a good knowledge of the ELGs. This and their knowledge of the children is used when planning activities to interest and stimulate the children's learning. They extend children's knowledge by encouraging new skills and building on existing knowledge. Staff need to be more aware of some children's behaviour and its affect on others in the nursery. Support for children who have English as an additional language could be improved. Staff teach the children by example. They encourage the children to move freely between activities and support them in the use of the available resources. Time is not always well managed and there are periods when the children are not directed or motivated.

Leadership and management is very good. The staff work together well as team, supporting each other and the children. Staff appraisals are carried out and training needs are identified. Staff meetings are held regularly and staff are able to discuss future learning needs of the children. All staff are involved in the planning. Plans are clear and areas of learning are identified. The differing needs of three and four year olds are clearly identified in the plans. There is a written evaluation of all activities completed regularly.

The partnership with parents is generally good. Parents are given written information regarding the nursery and they receive regular newsletters. All information is in English, the needs of parents whose first language is not English needs to be addressed. Weekly plans are displayed on the notice board. Parents are able to talk to staff about their child's progress at any time but not all parents are aware that they can see their child's written records. A written 'Record of Transfer' is given to parents when their child goes to school.

### What is being done well?

- Staff reinforce children's learning by providing them with opportunities to learn new skills, have new experiences and to build on the knowledge they already have.
- Leadership and management is good. Staff work well together and are committed to the learning and development of the children. Children receive good support.
- Children's communication, language and literacy is very good. They are able to links sounds and letters, have opportunities to write and make marks and show a great interest in books and story telling. They are good communicators.

- Good use is made of the safe and secure outside play area. It encourages children to move with co-ordination, to develop a sense of space and their motor skills

#### **What needs to be improved?**

- Staff's awareness of the behaviour of the few who do not appear to understand the rules.
- Opportunities for calculation, addition and subtraction in play situations.
- The grouping of children, in age or ability, for music and movement.
- Time management at snack time and toilet time.
- More provision for parents and children who do not have English as their first language.
- Parent's access to the children's records.

#### **What has improved since the last inspection?**

The group was asked to:

Extend the range of books for children to enjoy, read familiar words and show an understanding of the elements of stories. The group purchased books with larger print and more stories which reflect the age of the children and ethnic cultures.

Provide more opportunities in mathematical development for children to use their own ideas to solve practical problems and use activities and experiences to gain an understanding of addition and subtraction. The group continued with it's mathematical programme and developed and extended it to provide more opportunities for children to solve practical problems. This was not always evident during the inspection.

Extend access to resources in art and design to enable children to communicate their ideas using their own imagination. Staff have provided opportunities for children to have daily access to cutting, sticking, collage and to make their own designs. The children are well supported and encouraged by staff.

Provide children with more opportunities to select materials, books and pictures to reflect others needs, beliefs and cultures. Ethnic story books were purchased. Other resources such as puzzles and dressing up clothes are available. The group discusses different cultures and festivals as part of the curriculum.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children have good self esteem and confidence. They form good relationships with staff and their peers. They take turns and play well together. They are able to provide self care. Children show an interest and great delight in their work and achievements. They have a good understanding of the needs of others. Some children's behaviour does have a detrimental affect on others. Staff need to be more aware of the behaviour of the few who do not appear to understand the rules.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to talk and interact well with each other. They are confident speakers with the ability to express themselves clearly. Staff provide many opportunities for children to link sounds to letters. They have opportunities for writing, mark making and reading. Four year olds are more able at identifying letters and sounds than most of the three year olds. Children enjoy books and understand that print carries meaning. Staff make story time an enjoyable experience for the children.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count reliably up to ten, some confidently beyond this. They can recognise written numbers. Number displays are at child height so they are able to touch and see the display clearly. Opportunities for calculation, subtraction and addition in general play situations are sometimes missed. Staff regularly encourage children in the use of comparative and descriptive language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to explore, investigate and question. They learn about themselves, their families and the lives of others. Staff provide opportunities for children to learn about the natural world, they grow seeds and plants and visit the local area. There is photographic evidence that children have looked at different festivals and celebrations. Children are able to select toys and equipment freely which encourages their creative skills.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are given opportunities for outdoor play and are able to move with control and co-ordination. They have access to equipment which encourages their balance and mobility. They can run, jump, hop and skip confidently. They can recognise changes in their bodies when they are active. The children show ability, confidence and increasing control in the use of both large and small equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are able to explore media and materials and show a pride in their achievements. They use their imagination well, especially the older children in role play. Children show an interest, enjoyment and enthusiasm in creative activities. Staff support children when they are not sure how to use equipment. Children have the opportunity to dance and interpret music and sounds but the group is large and it could be arranged to better advantage in smaller groups, possibly age or ability grouped.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Address the behaviour management procedures to ensure that all children are aware of the rules and that their behaviour does not have a detrimental affect on others. Ensure that staff deal with incidents in a consistent manner.
- Improve time management so that the children are motivated and interested at all times.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*