

St Aidans Nursery School

Inspection report for early years provision

Unique reference number	127570
Inspection date	19/07/2011
Inspector	Ray O'Neill
Setting address	The Christopher Centre, The Alma, Leander Drive, Geavesend, Kent, DA12 4NG
Telephone number	07715 337816
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Aidans Nursery School opened in 1965. It operates from The Christopher Centre Community Hall in Gravesend, Kent. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children from two years to under eight years may attend the nursery at any one time. The nursery is open each weekday from 9am to 12 noon for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 52 children aged from two years to under five years on roll and all receive free early education. Children come from a local catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a small number of children who speak English as an additional language. The nursery employs eight members of staff. All staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise the unique needs of each child and support their welfare and learning effectively overall. Children learn, play and enjoy being with one another within a mainly safe environment. The highly effective engagement with parents and the established links with the feeder primary school and other professional agencies, help to ensure that the care and learning needs of the children are consistently met. The setting's capacity to maintain ongoing improvement is good. The strengths and weaknesses are identified and realistic plans and priorities for development in place. Ongoing aims to develop the quality of the provision, helps to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve further the evaluations of fire and evacuation practices, ensuring that children's safety is fully promoted at all times
- improve further children's skills for the future through the provision of more appropriate resources in information and communication technology.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well through the effective policies, procedures and safety practices implemented by staff. Fire drills are regularly and successfully implemented to ensure all children have a good understanding of what to do in an

emergency. However, the fire practice records do not include evaluations to ensure children's safety is fully promoted at all times. Staff have attended child protection training and have a good knowledge of how to refer any concerns. A range of guidance is accessible to ensure that the children's welfare remains the setting's priority. Systems for recruitment and vetting are robust to ensure that all adults working with children are suitable. Staff undertake thorough daily risk assessments of the premises and equipment that the children may come into contact with to ensure that children are safe at all times.

All staff working in the nursery are committed towards the ongoing improvement and the recommendations set at the last inspection have been fully addressed. Regular staff meetings and a good working relationship between staff helps to ensure good quality provision for the children. The premises are accessible and welcoming to all regardless of background and ability, and the resources are carefully positioned to ensure that all children can access activities. Staff value children as unique individuals and have a good understanding of each child's welfare and learning needs including those who learn English as an additional language and those with a special educational need and/or disability. Children develop a good understanding of diversity through celebrating festivals with parental input, which helps them learn to respect the lives of others.

The effective self-evaluation process involves the management, staff, parents and children. The regular review through monitoring and evaluation identifies the areas for improvement and the celebration of strengths within the provision, for example, the completion of a secure outdoor play space and the future establishment of a garden, canopy and pathway. Parents complete annual questionnaires to express their views and children post their opinions on the 'Thinking and Planning Tree' in the foyer. The management welcome and value these contributions towards the ongoing improvement of the setting.

The partnerships that the nursery has established with the feeder primary school and other professional agencies are excellent. For example, the police, fire, and ambulance services visited the setting to ensure children develop understanding of different occupations and safety practices. Effective links also means that staff are able and proactively access resources, specialist knowledge and skills to ensure that children's additional needs are met. The engagement with parents is exemplary. The highly inclusive systems of regular communication and the strong levels of engagement produces a highly effective partnership that impacts directly on the outcomes for children. For example, parents and carers attended the leavers assembly in very large numbers to support, share and celebrate in their child's success and achievements.

The quality and standards of the early years provision and outcomes for children

Children are making good progress because staff have a good knowledge and understanding of how children learn and adapt their approach to suit different ages and needs. Children are settled and confident, moving around the indoor and

outdoor areas choosing from the pre-selected resources. Staff have a clear respect for the children and they make learning and development their main focus. Children enjoy participating in all activities, particularly when they lead the play; such as small world imagination, role play and fantasy games. Children are inquisitive learners, actively participating, commenting and asking additional questions during group activities. For example, a group of three and four-year-olds located a grasshopper in the outdoor area. The older children eagerly related their understanding of the insect, using their communication skills to gesture, use expressions and vocally describe using some complex language. Staff ensure children learn to take turns, question other children's comments and critically think about what they see.

Children enjoy sharing books and listening to stories. Younger children show great interest in books and will often imitate reading behaviour in preparation for their own development in future reading and listening skills. Older children can write their names independently and younger children have many opportunities for mark making using a range of materials and equipment. Children progress well in problem solving, reasoning and numeracy. For example, through planned activities in number development, older children can successfully relate addition to combining two groups and use mathematical language to compare quantities. Children have daily use of technology using electronic devices; such as, toy laptops, telephones, keyboards and tills. However, the setting do not provide regular use of computers. The setting provides the children with many opportunities to develop their creative skills. For example, children were provided in a 'leavers assembly', opportunities to demonstrate and express their successes and achievements through music, movement, design and making.

The staff plan for individual children's learning needs through a flexible planning system which links closely to the children's profiles, showing observations of achievement, references to the areas of learning and the stages of development. Information regarding children's achievements and needs is used effectively to support each child's learning and development. Written plans are linked to the six areas of learning, reflect the learning intentions and make clear what the children are expected to learn from the activities. The setting also promotes children's individual learning patterns, interests and activities.

Children help themselves to fresh drinking water which is always readily available. They are provided with nutritious snacks, which older children prepare for their peers. Children play in a clean environment where they follow good hygiene practices. They develop good personal hygiene routines and self-care skills when using the toilet and before eating. Staff act as excellent role models by valuing and treating them with respect. Children behave very well because staff are consistent in their approach towards behaviour management. Children show each other respect, cooperate, listen and follow instructions.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met