

St. Sebastians Nursery Class

Inspection report for early years provision

Unique reference number	307185
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Inspector	Karen Byfleet
Setting address	United Reformed Church, Hollins Lane, Marple Bridge, STOCKPORT, Cheshire, SK6 5BB
Telephone number	0161 427 8208
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Type of setting	Childcare - Non-Domestic

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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*.

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Description of the setting

St Sebastian's Nursery Class has been registered since 1992. It is based at United Reformed Church Hall in the Marple Bridge district of Stockport. The group is open from 9am to 3pm Monday to Friday during school term times. The group have use of a large hall, kitchen, toilet facilities and an enclosed outside play area.

The group is registered to provide care for a maximum of 24 children aged between two and five years. There are currently 44 children on roll, of whom 27 are in receipt of funded nursery education. The group is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The group is run by a committee and the manager holds Early Years Practitioner Status. Nine other staff members are employed at the setting, and of these six hold recognised childcare qualifications. The nursery is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and safe within the mostly well-organised environment. Effective partnerships with parents are in place to ensure children's welfare and learning needs are consistently met. All of the required documentation is in place which ensures children are well safeguarded. The staff undertake detailed self-evaluation and reflection of the service they provide. This demonstrates a strong awareness of the need to maintain continuous improvement in order to continue to meet children's individual needs.

What steps need to be taken to improve provision further?

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

- improve the planning of some activities to ensure every child consistently receives an enjoyable experience that is tailored to meet their individual needs with specific regard to group time activities.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. The setting has devised and implemented a detailed written safeguarding policy and procedure which is shared with parents and fully understood by all staff. Risk assessments which cover the premises, toys, equipment and outings are effective and staff conduct daily checks. The manager and committee review risk assessments on an annual basis to ensure they remain relevant. The premises are kept safe as the main door is kept locked and a door

bell alerts staff to parents and visitors. Regular emergency evacuation procedures are practised with the children, ensuring their understanding of how to stay safe is enhanced. The setting has a detailed and effective self-evaluation system in place. All staff, the committee, parents and children are involved in contributing to it and staff reflect fully on their practice to ensure the provision continues to improve to meet all children's individual needs. However, group times are not effective, as not all children are engaged and participate which causes some disruption for the rest of the group. Improvements since the last inspection have been made and children are now able to freely access messy and creative activities and they have become independent in their choices and self help skills.

The staff have a good knowledge and understanding of the Early Years Foundation Stage and they undertake regular observations of the children's learning in order to assess their progress effectively. The established key worker system that is in place is effective in ensuring the next steps in children's learning and development are well planned for. A good range of toys, resources and equipment for children of all ages are easily available to all children, enabling them to have free access. Children's individual interests and needs are effectively and consistently met as staff listen to what children want and work well to ensure their individual interests are catered for.

Partnerships with parents are effective. All relevant information about the children is gathered from parents, when children start attending. Ongoing information is shared on a daily basis about what the children have been doing. Daily information books enable parents to write their own comments about what their children are learning and what they are enjoying. Partnerships with local schools are well established which enables transitions between the setting and school to be seamless for children when they leave the setting. Teachers are invited into the setting to meet the children prior to them moving on to school and they are able to share the learning journals and development records with the key workers.

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

Staff are warm and caring towards the children and they actively engage and join in with their play. Children are making good progress in their learning and development and they are happy and settled within the setting. They make friendships and show respect for each other. Children's independence skills are developing well as they have easy access to a good range of toys, equipment and activities that are stored at low level. There is a good balance of adult-led and child-initiated activities. For example, staff have planned activities around the Olympic games that incorporate different countries and cultures. Children enjoy making tee-pees and decorating them as they wish. Staff talk to them about the people that live in tee-pees and have incorporated this activity into American Independence Day. This develops children's awareness of the wider world. The children are able to decide for themselves whether they wish to play indoors or outside through the organisation of free-flow play. Through the provision of role play, children are developing good knowledge and skills in mark making as they use paper and pencils as they take orders from the menu in their 'American Diner'.

Well-balanced and planned activities, such as, small world toys, construction bricks, books and craft materials, promote children's all round development well.

Children's welfare and safety is supported very effectively. They feel safe within the setting as they confidently approach adults and form strong relationships. Children's understanding of healthy lifestyles is excellent. They know and follow effective hygiene procedures very well with no prompting from adults and they actively participate in an excellent range of physical games and activities. For example, they enjoy looking at the different games of the Olympics and taking part in their own obstacle courses and ball games in the outdoor play area. Children's health is further promoted as they are provided with a good range of healthy balanced foods for snacks and they are encouraged in helping to prepare foods, such as fresh fruits, and to serve their own snacks.

Equality and diversity is promoted well amongst the children. Their awareness of different cultures and celebrations is enhanced through books, dressing up and role play activities. Through their independent use of equipment, such as, a computer and cameras, and looking at how the ice-cream maker works, children are developing good skills for the future. Their knowledge and understanding of the world is enhanced through nature walks into the local community and recently they have been observing the life cycle of tadpoles and butterflies.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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