

St. Thomas's Day Nursery

St. Thomas's Road, Tean, STAFFORDSHIRE, ST10 4DS

Inspection date	25/01/2013
Previous inspection date	27/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- All children make satisfactory progress in their learning and older children particularly benefit from skilful staff who enthuse and motivate them to have a go and persevere.
- Children are supported appropriately by staff to settle into the setting and enjoy smooth transitions from one playroom to another. This promotes positive relationships and ensures children feel safe and secure.
- Children are safeguarded appropriately by staff who follow clear and concise policies and procedures which provide children with a safe and healthy environment.

It is not yet good because

- Opportunities for younger children to fully develop their skills in communication and language and for all children to fully develop their skills for understanding the world are not fully maximised by staff.
- The monitoring of staff's performance by managers, through supervision which provides support, coaching and training is not fully developed and teaching is, therefore, inconsistent.
- There is scope to improve the two-way flow of information about children's learning priorities, with parents and other practitioners, when children attend more than one setting, to ensure continuity of children's learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the Tweenie room and Big room.
- The inspector took account of the views of parents/carers spoken to on the day of inspection.
- The inspector spoke with the two owners/managers and staff about the daily routines, children's individual learning and monitoring of the setting.
- The inspector looked at a selection of policies and procedures which included safeguarding and complaints, children's learning records, self-evaluation and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

St. Thomas's Day Nursery was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms in a detached, single storey building next to St. Thomas's church in Tean, Staffordshire. There is a fully enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 5.30pm. Children attend for a variety of sessions. There are currently 42 children attending, of whom 27 are within the early years age group. The nursery supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes for communication and language and understanding the world by: talking with children about what they see, hear and think; providing opportunities for children to use their home languages; valuing and celebrating religious and cultural events specific to children and their families and providing positive images of all children including those with disabilities
- ensure appropriate arrangements are in place for the supervision of staff including, support, coaching, and training to increase staff's knowledge and skills and foster a culture of mutual support, team work and continuous improvement.

To further improve the quality of the early years provision the provider should:

- improve the two-way flow of information with parents and other practitioners, when children attend more than one setting, with regards to children's learning priorities in order to ensure all adults have a shared agreement of children's individual learning needs.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have a sound knowledge of the Early Years Foundation Stage. They use observation and assessment appropriately to identify the progress individual children make towards most of the early learning goals. However, teaching is inconsistent. Some staff in the Tweenie room who care for younger children, are less confident and skilful in fully extending children's learning, especially in the area of learning for communication and language. For example, when exploring play dough younger children name shapes, such as square, which is linked to the theme of mathematics. However, staff do not extend their thinking further by providing a running commentary of what they and the children are doing. Similarly, while younger children are enjoying play with melting snow, some use language for communication appropriately exclaiming 'it's freezing!' However, some staff

do not take the opportunity during the activity to talk with them about what they see, hear and think. This lack of challenge does not fully prepare this group of children for their next stage in learning.

In comparison, staff who work in the Big room, with older children are particularly skilful in enthusing and motivating children. This results in children being engrossed in their play for longer periods of time. Older children show great perseverance with a chosen task and seek support from adults who ensure they succeed. For instance, older children thoroughly enjoy playing with an electronic clock. They develop their knowledge for numerals as they explore and identify numbers up to 12. When most of the children move onto another activity one child in particular continues their play with the clock alone. They are supported well by staff to achieve the child's goal of identifying the numbers and placing the clock hands in the correct position. The child shows great satisfaction in meeting the challenges they have set for themselves. The child shares their success with all adults in the room showing how very proud of they are of their achievements. This successfully promotes the characteristics of effective learning.

Some children, of all ages, attend the setting speaking additional languages at home other than English. Staff throughout the setting, are aware of the languages spoken at home but do not recognise, use or fully support children to use their home languages within the setting. This results in some children not progressing as well as others in their communication and language.

All children enjoy exploring and investigating a range of different materials. For example, older children enjoy painting a large collage of five ducks on a pond, linked to a theme of numbers. Their development for numerals in mathematics is developed as they observe numbers from one to five labelling the ducks. Younger children enjoy exploring dried leaves when outdoors and investigate melting snow brought indoors and presented in a large tray. They develop their physical skills as they use little shovels to scoop up the snow and show an interest as they watch the snow melt into water. However, all children's learning of people and communities is not fully promoted. Although staff promote children's learning of some religious and cultural events and experiences, such as Chinese New Year, Christmas and Diwali, they are not making children aware of religious and cultural events specific to them and their families. In addition, there are very limited positive images throughout the setting of all children including those with diverse physical characteristics and disabilities. This limits children's awareness of the similarities and differences between themselves and others.

All parents benefit from being made aware of the overall plans made for children's learning, which are displayed on notice boards. This enables them to know what type of activities to promote at home to continue their children's learning and development. They can access their children's development folders at any time and benefit from receiving a target sheet once a term which gives them an overall summary of the progress their children are making. However, there is scope to improve the communication with all parents to regularly discuss children's learning priorities. This will promote continuity of children's learning and ensure everyone has an agreed view of children's achievements and learning priorities.

The contribution of the early years provision to the well-being of children

Children's well-being is promoted appropriately. All children show that they feel at ease in the setting and are developing positive relationships. All children benefit from close interactions with the staff and demonstrate they feel safe and secure. For example, younger children sleep soundly in a quiet environment, while older children confidently interact with new adults to the setting, asking questions and involving them in their play. All children demonstrate they are happy and enjoy their play. However, older children are more intensely engaged in activities than younger children and are provided with more challenges. This promotes a deeper level of learning and development.

All children are developing their self-esteem and behave appropriately. For example, children benefit from parents recording their achievements observed at home, on a star chart and displayed in the setting. In addition, older children benefit from receiving lots of praise and encouragement for successfully placing the clocks hands at three o'clock. They proudly see the adult record their achievement on a paper apple and placed on a tree in the room. This develops their self-confidence and good self-esteem. Children enjoy a smooth transition from home to the setting and from one playroom to another. They benefit from gradually being prepared for these changes which results in them developing the necessary skills to embrace new experiences and to settle appropriately.

All children are developing their self-care skills to become independent and are learning to lead a healthy lifestyle. For example, younger children are supported to feed themselves competently with a spoon and drink from a beaker without spilling. At lunchtime all children enjoy home-made dishes which include stew and dumplings and banana cake. Some older children are provided with a mostly healthy packed lunch by their parents. All children have opportunities to play and explore the outdoors. They regularly access the setting's outdoor play area where they develop their physical skills by riding bikes and enjoy planting and growing seeds in pots. All children enjoy trips to wildlife parks and benefit from walks around the village. They develop their understanding of their own community and the world in which they live by observing chickens, being reared on a local small holding.

The effectiveness of the leadership and management of the early years provision

All staff show a suitable understanding of their responsibilities to ensure the setting meets the safeguarding, welfare and learning and development requirements. Staff demonstrate a sound knowledge and understanding of child protection issues and the action to take if concerned about a child's welfare. The setting maintains clear and concise policies and procedures which are made available to parents and which staff are encouraged to read every month. Staff ensure children are provided with a safe and secure environment both indoors and outdoors. They identify all hazards and take appropriate steps to minimise them. For example, in winter-time, paths are cleared of snow so that parents and children can access the setting safely. Staff are recruited and vetted appropriately and are encouraged to update their knowledge and skills through training. For instance, some staff

access training in areas, such as safeguarding children, first aid and equality and diversity.

The management team and all staff strive to improve the quality of care and learning for all children. Managers work in the playrooms with staff, which enables them to monitor the educational programmes and children's learning. However, the monitoring of staff's practice within the setting lacks vigour. Supervision is very informal and staff do not benefit from regularly discussing, in confidence with managers, their individual development or training needs. Although managers observe staff throughout the day, they have not identified weaker practice demonstrated by some staff in the Tweenie room. This results in younger children not always being presented with sufficient challenges, especially with their communication and language and does not fully foster a culture of mutual support and continuous improvement across the setting.

The setting uses a self-evaluation document to demonstrate their strengths and some areas for future improvement. All actions and some recommendations have been improved upon since the last inspection. Plans include providing positive images and information relating to children's differing lifestyles and words spoken in their home language. Parents are encouraged to provide the setting with their views in different ways. They sometimes have the opportunity to record their views in written questionnaires or discuss them verbally with staff on a daily basis. Parents spoken to on the day of inspection speak positively of the setting. They feel the gradual settling-in period and friendly staff enable children to settle appropriately. They have read and understood the policies and procedures and have the opportunity to discuss their children's achievements observed at home and in the setting each day. The setting is developing a positive relationship with teachers from the local schools. Some teachers visit children in the setting before they move onto school and some children benefit from having a manager with them during the induction period at school. However, there is scope to improve the ongoing communication of children's learning with teachers, when children attend both settings at the same time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY217839
Local authority	Staffordshire
Inspection number	819540
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	42

Name of provider	Lisa Snow and Lisa Hopkin
Date of previous inspection	27/01/2010
Telephone number	01538722208

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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