

St. Joseph's Christian Nursery

St. Joseph & St. Theresa RC Primary School, High Street, Chasetown, BURNTWOOD, Staffordshire, WS7 3XL

Inspection date	11/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in all areas of their learning and development. This is because they experience a rich variety of interesting and challenging activities and outings, which are planned to support their identified next steps in learning.
- The caring ethos of the setting ensures that children quickly settle in and develop excellent relationships with staff and one another. Therefore, their personal, social and emotional needs are extremely well met.
- Staff are extremely enthusiastic and highly motivated. They support and extend children's learning and development at every opportunity, enabling them to develop critical thinking skills and become active learners.
- Upmost priority is given to children's safety, which enables them to explore, learn and take risks in a safe and nurturing environment. This supports their developing confidence.
- Partnerships with parents, other settings and professionals are excellent. This ensures that children's needs are quickly identified and that they receive targeted support appropriate to their individual needs.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 a wide range of activities indoors and outdoors.
- The inspector carried out a joint observation of an adult-led activity with the setting manager.
- The inspector spoke with the children, parents, staff and manager at appropriate times throughout the inspection.
- The inspector reviewed a wide range of documentation including planning and assessment, staff suitability, policies and procedures and the setting's self-evaluation.
- The inspector took into account the views of parents and other professionals through verbal and written feedback.

Inspector

Sharon Lea

Full Report

Information about the setting

St. Joseph's Christian Nursery was re-opened under private ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in St. Joseph & St. Theresa RC Primary School, in Chasetown, Staffordshire. The nursery serves the local and wider area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3, and two of these are qualified to degree level. The nursery opens Monday to Friday, during term time. Sessions are from 8.45am until 3.45pm. A lunch club operates from 11.45am until 12.45pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further the existing excellent partnerships between the setting and other providers, so that all schools that children move on to are fully involved.

Inspection judgements

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

Staff plan and provide an exceptionally varied range of activities and experiences for the children, both indoors and outdoors. This helps them make rapid progress in their learning and development. Each member of staff is very confident and knowledgeable about child development and how to support children, using every opportunity to promote and extend their learning. Staff provide an excellent balance of support, giving children opportunity to work things out independently. For example, children enjoy rolling balls down plastic guttering outdoors. Younger children repeat this, enjoying the fun of chasing the ball as it reaches the end of the guttering. Whereas older children, supported by timely intervention by the staff, are supported in understanding about cause and effect through encouragement to think about which type of ball will roll faster or further. Staff then step back, observing what the children do and allowing them opportunities to actively experiment and put into practice what they have learnt. Teaching is exceptional, as staff

are constantly attuned to what the children, are doing and when it is appropriate to intervene to support and extend their learning opportunities.

Staff continually observe children to note their current interests and abilities. Observations are sharply focused on what children can do now and the next steps to move learning forward. These are used by staff to plan purposeful learning opportunities, which challenge children constantly to help them think and develop new ideas and achievements during their play. Staff organise a wide variety of inspiring activities for children both inside and outside, so children have plenty of choice and can freely play in either environment. As a result, children are confident, motivated learners who are developing excellent skills for the future.

Children are very well prepared as they get ready to move on to other settings and into school. Staff engage parents, carers and others in children's learning and development, providing regular opportunities to discuss children's needs and progress. They are fully aware of the requirement to provide parents with a progress check when their child is aged two years and complete these where necessary. These positive partnerships and relationships ensure that there is effective information sharing and consistency for the child. Those in need of additional support receive this to ensure that their needs are fully met.

Outside, children have an exciting range of resources and equipment to explore and further their learning and development. Large equipment is used to challenge their developing physical abilities, supporting them to climb, balance, and control their bodies. Children explore the natural environment through planting and tending vegetables and plants. They learn about life cycles through experiences, such as developing caterpillars into butterflies, which they release into the environment. Staff talk to children about the snails and worms they find, explaining the need to be gentle towards them. Children are sensitive and careful as they hold the insects, learning to take care of all creatures. They decide to make a bed for them and use resources to support this, which are freely available to them, proudly sharing this with others. Staff support new children into the setting by playing circle games where all children are involved and can learn about one another. This sensitivity towards others is nurtured constantly by staff, who give a high priority to children's personal, social and emotional well-being.

The enthusiastic staff and their high levels of interest and engagement with the children in their play, results in children being very active and motivated learners. They make independent choices from the accessible range of high quality resources in the child-friendly indoor and outdoor environments. They develop their own play and begin to play imaginatively, using props alongside books, such as the three little pigs to re-enact the story. Outdoors, children use a wide range of natural resources to create pictures and patterns. All staff understand the importance of supporting children's communication and language skills at all times, especially for those children learning English as an additional language. Staff use words from children's home language to reassure and reinforce their understanding, learning key words from parents in order to support the child's needs. Staff provide excellent commentary and open questions to children during their play, to engage children in practising their language skills. Children are not hurried to give a response and are clearly given time to think about what they want to say. Staff read

stories with enthusiasm, which captivates children's attention. They encourage children to draw and write, both inside and outside in the garden, where both areas are rich in print. This supports children's developing literacy skills, in readiness for the next stage in their learning, such as school.

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

The setting has a very strong caring and nurturing ethos, based upon Christian values and beliefs. Staff place a high level of importance upon children being happy and emotionally secure. Children quickly and happily settle into the setting, which reflects the excellent relationships, which develop between the staff, children and parents. Staff provide exceptional role models in being kind to one another and creating a calm and supportive atmosphere. The key person system is extremely effective and establishes firm links between the families and the staff. Parents comment that they have excellent relationships with all staff. They feel reassured that all staff know each child remarkably well, enhancing their sense of trust and security in the quality of their child's care. As a result, children have strong and secure emotional attachments with the staff. This enables them to enjoy their time and make excellent progress in all areas of their development and learning, in a safe environment.

Children quickly develop their independence in self-help skills. They take care and pride in their environment as they look after the toys and resources. At snack time, staff organise the resources so that children can easily reach and independently choose what to eat. All children independently wash their hands and follow the familiar routine in choosing what they want and sitting with their friends. Children pour their own drinks and take responsibility in putting their individual place mat away and the used dishes into a bowl ready for washing. Staff join in their conversations and encourage children to talk socially about their interests, developing their confidence in social situations. Staff encourage children to help with tidying away the resources at home times and children willingly take on this responsibility. Staff support children in being considerate of others' needs and thoughtful in their behaviour. For example, during a planned group activity, staff ensure that all children have a turn to pass the ball to a friend and that new children are introduced, which supports children's self-esteem and promotes inclusion.

Positive behaviour is highly evident and children happily play together. This is because staff understand the importance of ensuring that children are actively engaged in play, to prevent them from becoming bored, and support children to work together. All children are polite and respectful, and curious to find out by asking questions. The setting has simple rules, such as using kind hands, and these are reinforced throughout the sessions. Children develop an excellent understanding of how to behave in other settings as they visit the local library and take part in activities in the school. Therefore, children's progress towards the next stage of their learning in either nursery or school is skilfully supported by the setting.

Children enjoy fresh air and exercise and develop physical skills and confidence as they play on large equipment in the outdoor area and the park. Outings are used as an

opportunity to teach children about how to keep themselves safe through crossing the road safely. Staff supervise children in using real tools outdoors, showing them how to hold nails and use hammers safely so that they do not hurt their fingers. These opportunities enable children to take risks under adult supervision and support children in understanding how to keep themselves safe. Staff support children well in understanding the importance of a healthy diet through discussions about foods that are healthy and those which are not. This supports children in making healthy choices.

The staff fully promote children's understanding of their differences and their similarities. For example, they provide resources that reflect positive images and children learn about different traditions, customs and beliefs. Children's well-being is addressed extremely well and parents are provided with clear details on the setting's practices in policies on safety, illness and accidents. Parents are invited to stay and play at all sessions. They can take part in the activities their child participates in and see their children interacting with their friends. Parents who have attended these sessions are overwhelmed by the wide variety of experiences available to the children and the skilful ways that the staff promote learning and development. Children take books and activities home to share learning with their families. This helps parents to understand how to support their child's learning through play at home. The excellent partnerships with parents enable the staff to meet children's individual needs very well. The strong link between the setting and the children's homes fully involves parents in their children's care, learning and play. This also means that the continuity of care between them all fully enhances children's well-being.

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

The manager of the setting is inspirational and has a continuous drive for excellence, motivated by a desire to provide each individual child with the best possible outcomes from their time in the setting. She provides strong effective leadership, enabling her staff to feel empowered to demonstrate their own high quality professionalism in supporting children's development. Each staff member is confident and has a thorough understanding of the policies and procedures that underpin the exceptional practice in the setting. Robust recruitment and suitability processes are in place to assess and continually appraise staff suitability. Continual monitoring by the manager and effective and frequent supervision ensures that all staff maintain high standards of professionalism and integrity. All staff have a thorough understanding of their role and responsibility in safeguarding and promoting children's welfare. Staff receive refresher training and policies are frequently updated, so staff members are fully familiar with the child protection procedures in the local area, and have confidence to follow these.

Staff continue their professional development by attending training and workshops. This motivates and inspires the staff and enhances the already excellent practice in the setting. Comprehensive self-evaluation systems demonstrate that staff do not become complacent and constantly strive for improvements. Effective monitoring systems used by the staff ensure that children's needs are identified early and support is quickly implemented. Staff

have very effective relationships with other providers, settings and the school on site, promoting excellent levels of consistency for all children. There is scope, however to enhance this further through developing stronger partnerships with other schools in the area, which children may go on to attend.

The information obtained from parents on their child's individual care and learning is outstanding and communication between the staff and parents is excellent. Parents highly value the positive relationships they have with the staff and this ensures that they work exceptionally well together to meet the children's needs. The setting seeks and welcomes parents' views on the provision in order to continually review and improve practice. Staff also ensure that links with other professionals are strong in order to ensure a fully cohesive approach to each child's care and learning. Policies and procedures fully support the safe and efficient management of the provision and parents are aware of them. All documentation is exceptionally well maintained.

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 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 action. 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	EY461467
Local authority	Staffordshire
Inspection number	909211
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	43
Number of children on roll	42
Name of provider	Ann Margaret King
Date of previous inspection	not applicable
Telephone number	07908193769

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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, which are usually the childminder's 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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