

St. Joseph's Christian Nursery

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

Inspection date	10/04/2014
Previous inspection date	11/09/2013

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- On occasions staff fail to help some children learn how to manage their feelings and behaviour and make positive relationships. As a result, individual children are not taught to understand that some behaviour is unacceptable.
- Children's well-being is not fully promoted as some staff do not consistently follow the behaviour management policy and procedures. In addition, parents are not always fully informed about incidents relating to their child's behaviour, or injuries to their child.
- Staff supervisions are not rigorous enough to guarantee that the safety and interests of children are prioritised and to ensure prompt and effective action to address any underperformance by staff.
- Systems are not fully embedded to ensure that staff and volunteers understand that information of a confidential nature must not be discussed informally.
- The comprehensive complaints procedure, available for parents, is not always followed in practice to meet legal requirements.

It has the following strengths

- Staff are kind and caring, and as a result, all children, including those who are new to the setting, feel secure and settled.
- Children are supported at every opportunity to develop their independence and to be active learners.

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 play and learning activities indoors and out and tracked a sample of children.
- The inspector viewed a range of nursery policies and documentation.
The inspector looked at a sample of children's progress records and held discussions with key persons relating to children's learning, safeguarding and welfare.
- The inspector met with parents to gain their views of the nursery.

Inspector

Dawn Robinson

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 and St Theresa RC Primary School in Chasetown, Staffordshire. The nursery serves the local and wider area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and two staff 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 49 children on roll who are in the early years age group. The nursery provides funded early years education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- monitor the teaching of personal, social and emotional development to ensure there is a consistent approach in its delivery by all members of staff
- ensure all staff fully understand and effectively implement the revised behaviour management policy and procedures. These clearly list what constitutes inappropriate behaviour and includes information sharing with parents about incidents or injuries
- improve the effectiveness of staff supervisions to ensure that all staff consistently promote the safety and interests of the children by taking prompt and effective action to deal with identified underperformance of staff
- ensure that all staff and volunteers are provided with a thorough induction to the setting so they understand the need to maintain confidentiality of information
- ensure that the complaints procedure is carried out appropriately so that complainants receive notification of the investigation and the outcome.

Inspection judgements

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

Children are confident and relaxed in the friendly and welcoming nursery. The manager and staff demonstrate a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Staff work closely with parents from the start, obtaining a range of information about children's individual likes, routines and learning through settling-in visits, discussion and the use of an 'All about me' form. This information is used alongside staff's initial observations to assess children's starting points in learning. Each child has an individual learning journal which includes examples of their work and ongoing observations of their learning. These are used to identify children's next steps in learning and assess which developmental bands they are working in. This allows the nursery to track children's progress and identify any gaps in their development. However, the quality of teaching and learning is inconsistent and on occasions weak, particularly in relation to elements of personal, social and emotional development. Some staff do not teach all children how to manage their feelings or how to make positive relationships with other children by learning to understand that there are rules and boundaries with regard to acceptable behaviour. Strategies are not put in place soon enough to reduce difficult behaviour and teach children new and appropriate ways to behave. Children identified as having difficulty in learning to manage their emotions appropriately are provided with one-to-one support and small group activities. However, these are not applied consistently by all staff. As a result, children do not effectively learn how to play cooperatively, take turns and share or show sensitivity to others' needs and feelings. Staff clearly know the children well; they talk confidently about their interests and their next steps in learning and plan a good range of challenging and enjoyable experiences. The children show that they feel secure and settled as they help themselves to toys and resources and chat to staff confidently. As a result, they enjoy the time they spend in nursery, quickly becoming involved in the activities available to them.

Children seek out staff to join in their imaginative play. They invite them to be their patients as they use the medical kit to make them better by pretending to administer medicine or wrap their hands in bandages. Staff use their skills and knowledge to promote children's communication and language. They continuously talk to children about what they are doing, giving an ongoing narrative to help children make links in their learning. Children have access to a wide range of books, which they enjoy sharing with each other and staff in the comfortable story area. They show their love of books as they confidently retell a familiar fairytale by 'reading' aloud and turning the pages. Staff support children to use props and act out the story. The children are taught to recognise letters and word formation, gaining skills in early literacy. For example, each child has a named mat for snack time which has pictures of objects starting with the same letter as their own name. Early phonic skills are further developed through singing sessions which are led by a retired teacher who volunteers on a regular basis. Staff use every opportunity to ask open-ended questions and encourage children to respond fully, giving them time to gather their thoughts before they respond. For example, during snack time children discuss photographs which depict the life cycle of a frog and are asked questions about the different stages with a range of 'what', 'how' and 'why' questions. Parents comment that their children have made good progress in their speech and language development since attending the nursery.

Children learn by leading their own play, as well as taking part in play which is guided by adults. Staff ensure children have uninterrupted time to play, explore and create. They

stand back and watch as children experiment with plastic bowls using their hands to beat a tune when they turn them upside down. Staff enhance this activity by providing a basket of musical instruments to allow the children to investigate more sounds. Children's mathematical development is well promoted through the use of natural resources they find in the outdoor area; they collect stones and pebbles from the garden and use them to count and match their counting to number labels. In addition, songs which support mathematical development are also used to teach the children about festivals and celebrations, such as Easter. Staff provide children with a wide range of experiences to help them develop their physical skills. In the indoor environment, children enjoy building with large construction materials or exploring cornflakes in a tray by crunching them with their hands or picking up small pieces with their fingers. Outdoors, they learn how to negotiate space by controlling wheeled vehicles and practise throwing and catching balls with staff. They have opportunities to climb and enjoy using the slide. As a result, children are developing a wide range of skills and knowledge which will support their readiness for school.

Staff provide good opportunities for parents to become involved in their children's learning. They are able to attend the nursery for stay and play sessions and are encouraged to fill in and display children's achievements at home as well as in the nursery on leaves which are displayed on the 'I can do' tree. Staff keep most parents well informed about their children's achievements through daily conversations with their child's key person as they drop off or collect their children. Parents have access to their children's individual learning journals and assessment records, and receive a good range of information about the Early Years Foundation Stage curriculum. Parents know what their children have been doing as they are invited to regular parents' evenings to discuss their children's learning. They also receive a written summary of their children's progress. Parents state that staff are very friendly, supportive and approachable and that they are made to feel very comfortable should they need to discuss anything with them at any time. Staff work well with most parents and other professionals to support children's individual needs. Most children who are experiencing any difficulties are closely monitored to identify their specific needs in order to provide additional support within the nursery or from external agencies. Although most parents are kept appropriately informed, there is scope to improve the sharing of information through confidential meetings to ensure they are fully aware of concerns and areas to be developed.

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

The key person system is well established. Parents know who their child's key person is and there is a regular exchange of information. They provide verbal feedback and each child has a 'blue book' in which parents and staff also exchange written information. Children enter the pre-school happily and separate from their parents easily. This shows that they are coping well with the move from home to nursery. Staff keep children safe as they play in a secure environment, carry out regular risk assessments and complete safety checklists. Generally, children are well behaved. The nursery is well organised with clear daily routines. Most staff adopt positive behaviour management strategies and offer children lots of positive praise and rewards, which raises their self-esteem. However, there are occasions when the behaviour management policies, procedures and planned

strategies for individual children are not consistently carried out by all staff. As a result, not all staff effectively support individual children to know and follow the rules of the nursery. Some children are not helped to fully understand the expected behaviour and boundaries which are in place within the nursery.

Children get plenty of fresh air and exercise and eat healthy snacks, which promotes their good health and helps them to learn the benefits of an active and healthy lifestyle. Children follow the routines well. They sit down on tiered seating where they listen to the activities for the day and join in by displaying relevant photographs on the visual timetable. Children sit with staff at the tables for snack time and lunchtime, which are social occasions and enable children to share what they have been doing with staff and their peers. This helps them to develop a sense of belonging and security, which supports their emotional needs. Staff encourage children to be independent. For example, they choose and pour their own drinks from small jugs, put on their own coats and access resources freely, which they are able to take from one area and use in another. Children are confident and self-assured. They speak to the inspector and explain what they are doing. They seek out their friends to play with them as they create wheeled vehicles using large construction resources. Children learn to take risks on a daily basis, for example, by using outside play equipment, climbing ladders in order to go down the slide, balancing on stepping stones and tyres or using the woodwork table and real tools under supervision.

Staff ensure that there is continuity in care, learning and development for individual children who attend more than one setting through the regular sharing of information. Older children are prepared for the move on to other settings and the school through staff ensuring they have the key skills they will need and by making sure they are emotionally prepared for the change. There are close links with the local school and children are regular visitors to the reception class, which allows them to become familiar with the building and staff. Reception staff are also regular visitors to the nursery. Links with other local feeder schools are developed through visits and the sharing of information to ensure a smooth transition.

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

The inspection was brought forward by Ofsted following a complaint received which raised concerns in relation to the management of the setting, behaviour management, the recording of accidents or injuries, general information and records including confidentiality and complaints. The manager has a suitable understanding of the Statutory framework for the Early Years Foundation Stage. In some respects children are suitably safeguarded. The manager has a good understanding of what to do if she is worried about a child, and staff demonstrate a good understanding of safeguarding policies, which include how to recognise and respond to the signs and symptoms of abuse. All staff receive annual performance management reviews with regular supervisions to support their practice and identify any training needs. However, the monitoring of staff performance has not been robust enough to address the inconsistencies in how children are taught to manage feelings and behaviour or to ensure the effective implementation of the behaviour management policy and procedures. As a result, individual children have not been taught

to learn new and appropriate ways to behave, and delays in implementing agreed procedures have put the safety of other children at risk. Accidents or injuries are recorded and most are shared with parents as they are requested to sign the forms.

Policies and procedures are comprehensive and easily accessible to parents. The complaints policy includes a clear procedure to follow and forms are available to enable parents to make written complaints. Any complaints received in writing or by email are thoroughly investigated by the owner and managers. However, despite a full investigation taking place following a recent complaint, they have not followed the required procedure by responding to the complainant with an outcome of the investigation within 28 days. This is also a breach of the Childcare Register requirements. With support from the local authority, policies and procedures are in the process of being updated to ensure that there is a clear understanding of the expected behaviour of all children, that confidentiality within the nursery is maintained at all times and that the underperformance of staff is addressed.

The manager is keen to improve the provision and has a suitable understanding of where her strengths lie and where areas of development are needed overall. For example, to improve the tracking system to monitor children's progress. Recruitment and selection procedures are sound, all staff are fully vetted and any new staff are interviewed and references obtained. The nursery is supported by several volunteers who share their talents with the children to enhance their education. However, there have been lapses in confidentiality on occasions, and as a result, the induction of volunteers is currently under review to ensure they are fully aware of the need to maintain the privacy of information. The manager sends out parental questionnaires periodically, collates the information and acts on any feedback to make changes. Parents' comments are positive and include, 'It is lovely. I am really happy, staff are lovely, friendly and helpful' and 'I wouldn't send my child anywhere else. My child is shy but can't wait to get here. I can't speak highly enough of the nursery'. However, some parents are unsure about the roles of individual members of staff and refer to the owner as the manager. The nursery has strong links with the school and works well with the local authority and other professionals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- inform the parent who made the complaint of the outcome of the complaint, within 28 days of the date the complaint was made (compulsory part of the Childcare Register)

- inform the parent who made the complaint of the outcome of the complaint, within 28 days of the date the complaint was made (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	960930
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	49
Name of provider	Ann Margaret King
Date of previous inspection	11/09/2013
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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