

St. Joseph's Christian Nursery

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

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

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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The quality and standards of the early years provision

This provision requires improvement

- The quality of teaching is good because staff are highly skilled and knowledgeable about how children learn. As a result, children make good progress in relation to their starting points and capabilities.
- There are effective partnerships with parents, other settings and professionals. This significantly contributes to children's individual needs being identified and effectively met, particularly in relation to children with special educational needs and/or disabilities.
- Staff are very vigilant and include children in helping to recognise and minimise risks and hazards in the nursery. This contributes to secure safeguarding procedures.
- Staff are highly effective in supporting children to manage their feelings and behaviour. As a result, children are learning to recognise and talk about their feelings. They cooperate and work together in small groups and listen and follow instructions well.

It is not yet good because

- Not all staff vetting processes are swiftly implemented, in order to firmly establish the suitability of new staff.
- The owner's and manager's knowledge and skills in relation to staff supervision, performance monitoring and self-evaluation are still not fully secure. Therefore, systems are not yet good enough to make sure any potential underperformance is swiftly identified and tackled.

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 activities in the indoor and outdoor areas.
- The inspector held discussions with the owner, manager, staff, volunteers and children present on the day of the inspection.
- The inspector took account of the views of parents and carers included in the self-evaluation process and spoken to on the day of the inspection.
- The inspector spoke with the staff about the daily routines and children's individual learning.
- The inspector looked at a selection of policies and procedures, which included safeguarding, complaints and behaviour management, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of adults working with children, the provider's self-evaluation form and action plan.

Inspector

Christine Armstrong

Full report

Information about the setting

St. Joseph's Christian Nursery was registered again 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 is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two staff are qualified at level 5 and 6. 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 27 children on roll, who are in the early years age group. The nursery provides funded early years education for three- and four-year-old children. 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:

- ensure vetting processes are fully and swiftly implemented in relation to obtaining references for new members of staff
- develop management's knowledge and skills in relation to staff supervision and performance monitoring, in order to quickly identify and tackle any future underperformance of staff.

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

- obtain consistently good quality in all areas of the nursery by improving self-evaluation and becoming more self-critical, in order to identify and overcome any areas of weakness.

Inspection judgements

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

All staff have a strong knowledge of the learning and development requirements. They provide a very broad range of interesting and challenging activities, which incorporate children's interests and effectively focus on building upon their existing knowledge and skills. Adult-led activities are carefully planned and adjusted to make sure they meet the individual needs of all children. The teaching of children with special educational needs and/or disabilities, is particularly good. Staff have an excellent understanding of these children's barriers to learning and make sure that teaching is presented in small steps that

are achievable. As a result, all children become highly motivated, eager learners, who make good progress in their learning and development, taking into account their starting points and capabilities. This makes sure that all children are well prepared for their next steps in learning and for school, when the time comes. Children are supported to make particularly good progress in their personal, social and emotional development. They take part in a rich variety of adult-led activities, which helps them to develop confidence and learn how to play cooperatively. For example, children take part in lots of singing and dancing games that require them to choose a partner to hold hands and sing and dance with. During this type of activity, children show very good levels of patience and willingness to following the rules of the games, including waiting to be picked before joining in. Children also learn to listen and follow adult instructions, which are skills required for future learning. For example, they follow the instruction to stretch up high when the sound of the music is high and they bend down low when the sound of the music is low.

There is a very strong focus on supporting children's communication skills. Children have lots of opportunities to listen to adults and to each other and to talk about their ideas. Children's vocabulary is continually progressing because adults continually model language well. They sensitively take every opportunity to introduce new vocabulary and encourage children to join in conversations. Staff use lots of questions, in order to challenge and extend children's creative and critical thinking. Daily activities help to support children's early literacy skills. Children have lots of opportunities to learn to understand that print carries meaning. They use their name cards for self-registration and they take other children's name cards to them to tell them that there is a space ready for them to have their snack. Children play in writing areas, both inside and outdoors. They use a wide range of writing materials, number lines and the alphabet, which helps them to develop their writing skills. Children develop a love of books and learn about different aspects of life and living as they listen to stories. For example, lots of time is spent in the attractive and cosy reading area, which has a large variety of fiction and non-fiction books. Children learn to distinguish sounds as they use musical instruments and listen to adults play music on a keyboard and guitar. They then learn to link sounds to letters during regular planned phonic sessions. Children's interest and understanding of mathematical concepts are strongly promoted throughout all activities. For example, children learn to count, add on and take away as they sing and play. Staff skilfully capture every opportunity to extend children's knowledge in this area, for example, introducing measuring when they play imaginatively with different sized plastic animals and boxes. This results in children learning how to compare the different height of the elephants using their hands. Children's interest and skills in technology is fostered well. For example, they are taught how to use simple programmes on the computer and interactive white board.

Children are encouraged to make independent choices when playing inside and outside, which provides lots of interesting experiences in all areas of learning. As a result, children are continually exploring and experimenting using an array of resources that encourage them to discover and try new ways of doing things. For example, the construction area provides children with the opportunity to create obstacle courses with plastic crates. Wood, nails, hammers, bricks, sand, water and an array of tools provide opportunities for the children to create and solve problems and take risks. Staff are always on-hand to provide close supervision and are highly skilled in following up spontaneous opportunities

to develop children's learning. Children take part in activities that sustain their interest and helps them to learn about life cycles and growth. For example, they grow and cut a small grassed area, collect apples from the tree and watch the changes that take place over a period of time afterwards. Children's progress is tracked effectively. Individual files are in place for all children containing photographs, observations and assessments, which are linked to the areas of learning. There are regular opportunities for parents to look at their child's learning journal and discuss their progress. There is a good emphasis and focus on involving parents in children's learning, so that this can be continued at home. A variety of events provide parents with opportunities to learn alongside their child. Parents also bring in photographs, samples of work and records of children's experiences and accomplishments at home, which are displayed in the nursery.

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

All staff have a strong understanding of how important it is that children develop a secure sense of emotional well-being. Staff act as positive role models and treat children and adults with kindness and respect. This helps children to learn how to behave towards others. Staff plan a rich variety of adult-led activities that are aimed specifically at teaching children how to manage their feelings and make positive relationships with other children. This includes group discussions at the beginning of each session where children are encouraged to think and talk about how they are feeling. Staff use mirrors, pictorial prompts, story books and descriptive words to help children to recognise and describe their feelings. They encourage children to talk about their own experiences and encourage other children to listen, which helps them to learn to consider others. Staff demonstrate empathy and offer personal examples of similar emotions to confirm it is acceptable to have a variety of emotions. Staff are alert to any children showing signs of frustration and respond swiftly and effectively to offer help, guidance and suggestions. This helps children to manage their frustrations. As a result, children's behaviour is good and they become very confident and competent in expressing their feelings and seeking help and support from adults and other children when needed.

Staff create an inclusive and highly flexible and stimulating environment, taking into account all children's individual needs and capabilities. Children benefit from a particularly rich variety of easily accessible resources that ignite their interest to initiate their own play and follow their own interest in all areas of learning, inside and outdoors. This helps to develop their confidence and self-esteem. There is an effective key-person system, enabling children to feel safe and secure. Key persons work closely with parents to make sure children are given enough time to settle-in and adjust to their new environment. As a result, children enter the nursery happily and separate from parents easily, which shows they are coping well with the move from home to nursery. Key persons develop effective relationships with parents, other settings and professionals, who are involved in children's care and learning. This results in very effective information sharing, which makes sure children's needs are well met, particularly in relation to children with special educational needs and/or disabilities. Children's move to school is also well supported. Teachers are invited to nursery to meet children and staff share information about their progress and needs, so that these continue to be met.

Children are always well supervised, so that they remain safe and secure. Since the last inspection, policies and procedures have been improved. However, some aspects of the recruitment procedures have not been focused on well enough to make sure that children's welfare and safety are consistently fully protected. As a result, this area of practice requires improvement. Nevertheless, staff effectively support children to develop their ability to assess risks and manage their own safety in the nursery. For example, staff ask children to stop and think about what might happen if they build their bridge too close to the woodwork table. As a result, children use equipment safely, such as the large climbing equipment, a worktable and real tools. Staff fully understand how important it is for children to become active inside and outside and they plan a wonderful range of activities to support this. Children are active outdoors each day, as there is a covered area available outside for use in all weathers. They learn about healthy food and lifestyles and how to care for their teeth. Staff support children in learning to be independent at snack time and activities, such as dressing themselves in the role-play area.

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

Since the last inspection, staff induction, supervision and performance management systems have been improved. As a result, the staff's underperformance identified at the last inspection has been addressed. Consequently, children's personal, social and emotional development is fully and effectively supported and monitored by management. All staff effectively and consistently implement highly effective behaviour management policies and procedures. All staff and volunteers have also developed a clear understanding of the need to maintain confidentiality of information at all times. More effective systems have also been put in place to make sure parents' queries, concerns or complaints are swiftly addressed and responded to. However, the owner's and manager's knowledge and skills in relation to staff supervision and performance monitoring are still not fully secure. As a result, systems to continually evaluate staff practice are not yet firmly established. This does not make sure that any potential future underperformance is quickly identified and tackled.

Since Ofsted's monitoring visit, there has been some staff changes, which has led to the recruitment of new staff. Sound recruitment procedures have made sure new staff have high levels of skills and knowledge. This is particularly evident in relation to staff's skills in supporting children, who have special educational needs and/or disabilities, working in partnership with parents and identifying and supporting children's individual care and learning needs. The recruitment policy and procedures have been implemented with regard to obtaining and recording details of all adults' Disclosure and Barring Service checks. However, this process is not complete because the procedure for obtaining two references for all new staff, has not been fully put in place. As a result, this aspect of the safe recruitment of new staff is not fully secure. Staff demonstrate a clear understanding of child protection procedures and know what action to take if they have concerns about a child's welfare. They follow a written safeguarding policy, which is also shared with parents, alongside all other policies. Children enjoy playing a safe environment because

staff complete thorough risk assessments and identify all hazards and take appropriate steps to minimise them.

The management team and all staff are highly motivated to provide the very best service to all children and their families. As a result, they are continually identifying areas for further improvement. For example, staff are currently working with the local school to make sure their assessments of children's achievements are fully consistent with the school's assessment processes. Partnerships with parents are very positive and make rich contributions to children's learning and care. Discussions with parents on the day of inspection, demonstrate very high levels of satisfaction. One parent stated 'my child has progressed so well. The staff are amazing, they are caring, loving and so enthusiastic and excited about his achievements'. Other parents reported how much their children enjoy coming to the nursery and how well they are thriving and developing, particularly in their talking, social skills and confidence. Self-evaluation is undertaken and takes into account the views of parents, children and staff. It is effective in identifying the many strengths of the provision. However, self-evaluation processes do not make good use of guidance tools, such as the Ofsted Evaluation Schedule for inspections, in order to gain an accurate view of the overall provision. As a result, management are not self-critical enough to identify all areas of weakness that require improvement, in order to obtain good quality in all areas of the provision.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	977471
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	27
Name of provider	Ann Margaret King
Date of previous inspection	10/04/2014
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.

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.

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