

St Andrews Nursery Group

Inspection report for early years provision

Unique reference number 309742
Inspection date 24/10/2008
Inspector Andrew Clark

Setting address St Andrews CE Infant School, Woodlea Road, Leyland,
Lancashire, PR25 1JL
Telephone number 01772423 339
Email head@st-andrews12.lancsngfl.ac.uk
Type of setting Childcare - Non-Domestic

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

St Andrew's Nursery Group has been registered since September 1998, and operates from a dedicated space within St Andrew's Church of England Infant School in Leyland. The surrounding area is residential and children attend from the local and wider communities. Facilities for children comprise of two interconnecting rooms with adjacent toilets. There is access to the school's outdoor area, hall and library. The nursery is open each week day and offers two separate sessions from 09.00 to 11.30, and 12.45 to 15.15 during school term times. Children attend morning or afternoon sessions. A maximum of 24 children aged three to five years may attend the nursery at any one time. There are currently 42 children on roll. Of these, all are in receipt of funding for nursery education. All children attend for five half a day sessions. The majority of children move on to the school. The nursery supports children with learning difficulties and or disabilities, and those for whom English is an additional language.

The nursery operates under a committee which employs four staff, three of whom are present at each session. All staff hold an appropriate level three qualification in childcare and education. Advice, training and support is received from the local authority.

Overall effectiveness of the early years provision

Staff have a thorough understanding of the children's skills when they start nursery and good systems to track their progress. It is very inclusive because of the outstanding relationship with parents and good links with other providers, which ensure individual needs are met exceptionally well. Children with English as an additional language and those with learning difficulties and or disabilities are fully involved in all activities. Self evaluation is effective and the good levels of training and staff commitment ensures that the nursery continuously improves.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to access the outdoor curriculum.

The leadership and management of the early years provision

Nursery staff and the management committee know their strengths and weaknesses well. They undertake a detailed self evaluation with the guidance of the local authority and act quickly on addressing concerns. For example, they are involved in projects for improving boy's learning and enriching reading resources. All staff have clear responsibilities which they fulfil well. Children benefit from a wide range of exciting, well planned learning activities. Children make good progress as a result. The outdoor area and resources have been improved since

the last inspection and have a positive impact on physical development in particular. However, the outside facilities are not used continuously because they are too large to supervise and are shared with older pupils. The nursery has a grant for improving the situation and work begins on this shortly.

Staff are well trained and their performance is well managed. All staff have specific leadership roles and are dedicated to fulfilling them. As a result, staff knowledge and understanding of the Early Years Foundation Stage (EYFS) curriculum is very good.

Children are kept safe and secure. Procedures for child protection are robust and have improved since the last inspection. There are good procedures to ensure staff are appropriately qualified and suitable to work with young children. Risk assessments and health and safety checks for the provision are regularly undertaken. The children's welfare is promoted well.

The quality and standards of the early years provision

Children achieve well regardless of their ability or background. They are very happy in the nursery because they are warmly welcomed, carefully monitored and supervised and enjoy their learning. The parents and children are greeted as they come in and any problems are discussed. Children are encouraged to be independent from the start of the day by finding their own name card and placing it correctly. Parents are well informed about the work children are doing and given the opportunity to work alongside them for a while. There are outstanding links with parents and others who share in the care of the children, such as local playgroups, which leads to good levels of attendance and promotion of learning.

Children make good progress in the early stages of learning to read and write. They enjoy singing and reciting stories such as 'Going on a Bear Hunt' because of the staff's motivating manner. All activities are well planned to encourage learning across all areas of learning. For example, the role-play areas have papers and pencils for 'taking messages', and telephones and cash registers to develop number work and problem-solving. Children confidently look at pictures and identify initial letters in their names. Activities to promote creative development and children's knowledge and understanding of the world are relevant and stimulating. For instance, the children have colourful and unusual stamps and moulding tools for working with malleable materials. Children relish the opportunity to play outside with a good range of games and physical equipment. The children's learning is good because there is a very appropriate balance between activities they choose for themselves, and ones they are guided to. Good use is made of computers for learning and electronic 'talking' pens, digital cameras and other Information Communication Technology resources broaden their experiences. Achievement is therefore good in all areas of learning.

The staff plan the day's activities well. They start from their good knowledge of the children's previous learning and plan to extend their individual understanding. Staff question children skilfully to build on their learning. They match work well to their needs. For example, two boys who have difficulty concentrating on stories in a

group are encouraged successfully to work with each other on a more practical reading-related task. All practitioners maintain good records of children's achievement and are becoming increasingly skilful at identifying the next steps to achieve. Good records are kept of their achievement and shared with parents.

The nursery makes very good use of links with the local authority and other providers for additional support for children with learning difficulties and or disabilities. Also, parents work closely with staff to support their children. This contributes to outstanding inclusion for these children. A good range of resources such as books, posters and toys help children experience the multi-cultural nature of Britain, and good support is given to those with English as an additional language.

Children's welfare is promoted well. They have regular opportunities during the day to play and work outside. However, because the large area is shared with the school it requires high levels of supervision and is therefore not continuously available. The children are taught to wash their hands before eating. They are provided with healthy snacks and encouraged to make a decision about what they will eat and drink. They learn to play safely together and keep things tidy. Toys such as tooth brushes, hairbrushes and mirrors encourage them to learn about good personal hygiene. All children have a key person who they relate to well, and who monitors their learning and progress during the day.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

