

St John's Nursery Group

Inspection report for early years provision

Unique Reference Number	122608
Inspection date	17 October 2007
Inspector	Debbie Molly O'Callaghan
Setting Address	c/o St. Johns Primary School, Pendleton Road, Redhill, Surrey, RH1 6QG
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Registered person	The Trustees of St John's Nursery Group
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

St. John's Nursery Group was registered in 1981 and is managed by a parent committee.

It operates from a separate building within the grounds of St. John's Primary School in Redhill, Surrey and serves children from the immediate and surrounding area.

The nursery has its own entrance and uses two linked classrooms with adjacent toilet facilities.

The school playground and hall are available for physical activities.

The nursery opens five days a week during school terms and offers morning and afternoon sessions. Sessions are from 09:00-12:00 and 12:50-15:20.

Morning and two afternoon sessions are currently for children age three to five years with 22 places available. Three afternoon sessions are offered to children age two to three years with 16 places available.

There are currently 56 children on roll of whom 26 are funded three year olds and four are funded four year olds. The nursery receives early years funding and support from Surrey Early Years Development and Childcare Partnership.

There are nine staff employed and four work directly with the children each session. The staff team have a range of childcare experience and qualifications. Two are currently working towards a recognised early years qualification and all members of staff have a current first aid certificate.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play and learn in a clean environment and follow routines that help them develop good hygiene practices, for instance, they wash their hands after going to the toilet and before snack time. Good procedures for nappy changing help to prevent the spread of infection.

Children learn the importance of a healthy diet through planned topic work. They enjoy healthy snacks of different fruits provided by the parents. Their individual dietary needs are met as parents share relevant information with staff.

Children enjoy the social aspect of shared snack times. This means that they are beginning to form friendships as they talk to each other. Children are comfortable and relaxed. Staff ensure that children have a drink and there is a jug of water available throughout the session if they become thirsty.

Children have opportunities to play outside with a variety of equipment including balancing beams and wheeled toys, they benefit from the fresh air in the playground. They enjoy team games indoors with a large parachute, they giggle with delight as they take turns twisting, shaking and sitting in the parachute. This contributes to the children's well being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a well organised environment where they can move around safely. They play within two rooms and enjoy access to a good variety of play opportunities and resources. They can freely choose resources and equipment from low level units and boxes.

Children benefit from a good range of safety measures, for example, socket covers, safety gates, fire evacuation and a secure outdoor play area. They have a written risk assessment which they review on a regular basis.

There are effective procedures for the safe arrival and departure of children and there are good systems in place to ensure children only leave the nursery with known and approved adults. This helps keep children safe.

Most members of staff hold a first aid qualification which means that children receive appropriate assistance in case of accidents. Staff record accidents and medication as required, however, they do not obtain, where appropriate, parents signature for existing injuries.

Children's welfare is safeguarded due to staff's sound understanding of child protection issues. Staff complete child protection training and are aware of the procedures to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the group. They arrive happily and quickly settle into the established routine. Staff spend time building up their relationships with the children enabling them to develop a sense of security. Younger children are well supported in their play as staff have secure knowledge of child development.

Staff ensure children's emotional well being is supported by encouraging children to play and share. They respond to the praise and encouragement provided by the staff.

The key worker system ensures that staff have good knowledge of children's individual needs, therefore, they are able to help all children to make progress.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage. Staff make good use of observations and maintain records of the children's progress and achievements. Staff regularly evaluate activities, however, this information is not always used effectively to identify children's learning needs or inform future planning.

Children are beginning to recognise their own names on their coat pegs and during activities where they trace their name. However, the organisation of resources do not always enable children to engage in writing freely. Children actively take part in story time and listen attentively. The valuable use of labelling, in words and pictures, within the playgroup helps children learn that print carries meaning.

Children have a worthwhile range of resources to match or sequence by number, shape, size and colour and particularly like showing off their capable mathematical skills as they use the threading beads.

Children have opportunities to experiment with musical instruments, they enjoy participating in movement and singing to the action nursery rhymes and listening to music tapes. They are able to freely choose painting or sticking activities where they learn about colour and shape. Children are developing an understanding of the passage of time through small group activities. Staff use the outside environment to develop the children's knowledge of the natural world. Children learn about growth as they plant and grow flowers and herbs outside. They look at the plant's roots and discuss size and shape. They learn about past and present events in their lives and cover topics which are significant to them and their families, such as, animals and talk about the care of their pets at home.

Helping children make a positive contribution

The provision is good.

Children learn about themselves and the wider world through planned activities to acknowledge various festivals over the year such as Chinese New Year, Christmas and Diwali. They are

encouraged to look at differences in each other during topic work and go for walks in the local community.

The group have a good understanding of children with learning difficulties and disabilities. A designated member of staff is available to work with the children, their parents and any outside agencies.

Children are learning to be kind. They are given lots of praise that develop their self esteem. Children behave very well because they help to make up the playgroup rules and they know what is expected of them. They staff set positive examples to the children by speaking calmly and thanking children for their efforts.

They use consistent techniques for behaviour management and intervene quickly to divert children's attention to prevent disputes occurring. As a result, children are learning to manage their own behaviour. They are learning right from wrong because the staff clearly explain why they ask children to change their behaviour to encourage them to play co-operatively.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are made to feel welcome in the setting, staff are available to discuss the children's development. Suitable information such as newsletters and verbal discussion keep parents informed about the settings activities.

Discussions with parents about the care the group offers indicates that parents are very satisfied with the service being offered.

Organisation

The organisation is good.

Children are happy within the group. Staff make good use of the available space so that children can move about freely and make choices from the balanced selection of resources. Staff are deployed effectively to ensure positive learning experiences for all children. They are kind and caring towards the children and the children respond well to this approach. Recruitment and vetting procedures of staff are carried out effectively to ensure their suitability.

Staff have a good understanding of how children learn and training is ongoing for staff so they continually update their knowledge and skills.

The comprehensive range of policies and procedures is regularly updated and time is taken to make these specific to the setting. Information is organised clearly and is easily accessible. The records of attendances ensure that staff, children and visitors are kept safe in an emergency. All mandatory records are in place, confidential and well maintained. This promotes children's welfare.

The leadership and management of the nursery education are good. Staff have termly meetings and planning and review meetings. This helps to ensure that all staff understand the learning intentions of planned activities, and enables them to update children's files.

The manager gives support and guidance to the staff to enable them to deliver and monitor the educational programme and regularly reviews the provision to ensure that children's welfare and learning is effectively supported.

The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to continue to review and evaluate their own practice. The manager has reviewed practice in many areas such as staffing and planning for activities and continues to evaluate all areas to continue making improvements.

At the last education inspection the group were asked to develop children's writing skills by providing greater opportunities for children to write independently to help children develop their writing skills and understanding of its purpose. There are some opportunities for children to develop their writing skills on the writing table and the role play area, however, the resources are not maintained appropriately to support their learning needs.

They were also asked to provide older children with more opportunities to gain personal independence to develop abilities to meet their own needs. Children are given responsibilities for tidying up, pouring their own drinks, putting their own shoes and coats on and washing hands independently. This helps children develop independence.

Complaints since the last inspection

Since 1 April 2004 Ofsted have received four complaints requiring the provider to take action in order to meet the National Standards. The concerns related to National Standard 1 (Suitable Person); National Standard 2 – (Organisation); National Standard 3 – (Care, learning and play); National Standard 6 – (Safety); National Standard 7 – (Health); National Standard 8 – (Food and drink); National Standard 10 – (Special Needs including special educational needs and disabilities); National Standard 11 – (Behaviour) and National Standard 12 – (Working in partnership with parents and carers). Concerns were raised about the suitability of the manager; that there was no named deputy in the absence of the manager; that staff ratios were not being met and staff training was inadequate; children's individual needs were not being met; children were not being adequately supervised; there were hygiene concerns; children did not have access to fresh drinking water at all times; staffing arrangements did not meet the needs of children with special needs; staff do not use appropriate behaviour management skills and that the setting was not working in partnership with parents.

Ofsted conducted an unannounced visit to investigate concerns and found evidence that the National Standards were not being met. As a result a reminder letter was sent regarding a breach of the conditions of registration and nine actions were set under National Standards 1, 2, 6, 8, 12 & 14. A suitable response to the actions was received from the provider and Ofsted took no further action. The registered person remains qualified for registration.

The provider has entered details of this complaint in their complaints log. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the record of existing injuries is signed, where appropriate, by parents

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children's mark making and creative play resources are maintained appropriately to support their learning needs
- continue to develop the format for evaluating activities to ensure children's observations and assessments inform future planning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk