

St Paul's Day Nursery

Inspection report for early years provision

Unique reference number 257281
Inspection date 09/02/2009
Inspector Kashma Patel

Setting address 405A Belchers Lane, Bordesley Green, Birmingham, B9 5SY

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 Paul's Day Nursery was registered in 1994. It operates from a purpose built building which has no access requirement in Birmingham. The nursery is within walking distance of the main high street and bus routes across the city. The group serves the local community and further a field. There is access to an outdoor play area.

There are currently 50 children on roll who are within the Early Years Foundation Stage (EYFS). Children can attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is currently open five days a week for 51 weeks of the year. Sessions are from 07:00 until 18:00.

There are 19 staff working with the children; of whom all hold a early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. All children are valued, respected and have their individual needs met by caring and knowledgeable staff who recognise the uniqueness of each child. Children make good progress in their learning and development as staff undertake daily observations to record their individual achievements and use this information for future planning. The partnership with parents is a key strength which contributes significantly to ensuring that the needs of all children are met and staff are also aware of how to gain further support from other professionals. A system for self-evaluation is in place, where staff and parents regularly contribute their ideas, however, the system is not robust enough. All the required documentation, including written policies and procedures are in place and available for inspection.

What steps need to be taken to improve provision further?

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

- take appropriate action to ensure that the good health of children is promoted; this specifically relates to hygiene standards during snack times.
- further improve systems to monitor and evaluate the quality of practice in the setting.

The leadership and management of the early years provision

The management ensure that all staff contribute in completing the self-evaluation form. However, the process is still in its infancy. Continuous professional development is valued as staff have regular opportunities to attend further training to enhance their qualifications and knowledge. Weekly and monthly meetings

enable staff to discuss children's individual needs and staff are also given time to write up their planning. All the recommendations from the previous inspection have been met and an action plan is in place for future improvements.

Parents are keen to express how happy they are with the setting. They are made very welcome and discuss their child's needs with staff on a daily basis. Those who have English as an additional language are valued and included and this enriches the experiences of all the children in the nursery. Parents receive information about their child's learning at parent meetings and are able to freely access their children's assessment folders to see how they are progressing.

Children are safe within the setting as internal exits are kept locked to ensure unwanted visitors do not gain access to the setting. Systems are in place to safeguard children from unauthorised persons which include a signing book for visitors and a password system for the collection of children. Staff are deployed effectively and children are supervised at all times to ensure their safety. Detailed risk assessments are completed and reviewed regularly to assess potential risks and effective steps are taken to minimise them. Staff have a good knowledge of their responsibilities with regard to child protection and most staff have undertaken training in this area.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals and have daily opportunities to access activities in all learning areas. Staff meet weekly to plan for children's individual learning needs based on ongoing observations of their achievements and areas for further development. Assessments are completed regularly enabling staff to plan for any gaps in their development and also to see their progression. Staff efficiently and effectively organise the learning environment so children can move freely from one activity to another, both indoors and outside. Children play harmoniously together and amicably share a wide range of resources which reflect equality of opportunity. They show consideration for others as they listen attentively to children talking about their experiences during group time. Older children are developing negotiating skills as they work together to build a train track and take turns to have their snacks.

Children develop literacy skills as they play with magnetic letters and identify their names in the environment. They solve simple problems using coloured teddy bears into shape, size and colour. Older children are learning how things work as they freely access the computer, magnets and magnifying glasses. A creative area enables children to freely express themselves with a wide range of resources such as paint, glue and collage materials. They enjoy making and talking to staff about their glitter pictures and sponge printing. A well equipped outdoor area enables children to access the outdoors freely where they develop both large and small muscle skills. The covered canopy area provides some shelter from the rain which means they can access the outdoors in most weather conditions. They enjoy sand and role play outside in the fresh air.

Children learn about keeping themselves safe as they take part in fire drills and

listen carefully to staff when they explain how to use the equipment safely such as scissors. Effective partnerships between parents and outside agencies ensure the needs of all children with learning difficulties and/or disabilities are taken into account and catered for. Children's individual dietary needs are met effectively, as these are discussed in detail with parents on admission. A good range of healthy and nutritious snacks and meals are freshly prepared by the setting. A rotating menu ensures children are offered a variety of meals which are appetising and meets their individual dietary needs. However, at snack time fruit is served from one bowl for children to access freely, this means that children handle fruit which they may not eat and compromises their welfare. Food for babies weaning is also specially prepared accordance with their age and stage of development. Children are independently able to access water throughout the day, there individual bottles are re-filled 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?	2
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?	2
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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.