

St John's Nursery Group

Inspection report for early years provision

Unique reference number 122608
Inspection date 24/03/2009
Inspector Lin Phillips

Setting address c/o St. Johns Primary School, Pendleton Road, Redhill,
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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 afternoon sessions are currently for children aged three to five years with 22 places available. Three afternoon sessions are offered to children aged two to five years with 16 places available for two to three year olds. There are currently 60 children on roll of whom 26 are in the early years age group. The nursery receives early years funding and support from Surrey Early Years Development and Childcare Partnership. There are eight staff employed and four work directly with the children each session. The staff team have a range of childcare experience and qualifications. Three are currently working towards a recognised early years qualification and four are qualified at NVQ level 3. All members of staff have a current first aid certificate. The setting is registered on the Early Years register, compulsory Childcare Register and voluntary Childcare Register. The Nursery supports children with learning difficulties and/or disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children in the nursery make good progress as a result of well-planned programmes of work and enthusiastic and committed staff who work very well together as a team. The key worker system of identifying particular children with named staff has resulted in a good understanding of individual needs and therefore better targeted support. The recommendations from the last inspection have all been properly addressed. The capacity to improve is good because of thoughtful and knowledgeable team practice and a well-developed understanding of next steps for individual children. Effective steps have been taken to promote improvement since the last inspection by taking part in the local authority's quality assurance programme and increasing the level of training for staff.

What steps need to be taken to improve provision further?

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

- review the opportunities for developing outdoor play

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessment documentation is kept up to date (Documentation) (also applies to both parts of the Childcare Register)

30/03/2009

The leadership and management of the early years provision

The school has made good progress since the last inspection because of the leadership and management of the nursery manager. She has successfully implemented quality assurance reviews as part of the school's self-evaluation in order to raise achievement. Regular termly and half termly meetings ensure that all staff understand their roles and responsibilities and enable children to make the most of the learning opportunities offered to them. Safeguarding procedures are fully in place and secure the safety and welfare of all children. The oversight of failing to update one risk assessment document is being rapidly addressed. The nursery manager sets a clear direction and communicates a strong commitment to the school's children and their families, resulting in a good partnership with parents. It is clear that all staff share this commitment and successfully use their expertise to raise achievement and put improvements into effect. As a result, teamwork is very strong and morale is very high.

The quality and standards of the early years provision

Staff know their children well and are highly motivated and enthusiastic. They make imaginative use of resources to develop skills across the six areas of learning. The key worker system of responsibility is working very well and staff form warm, constructive relationships with children. This leads to more confident children and a better flow of information between school and home so that children's learning can be extended. Children with learning difficulties and/or disabilities are identified early and the school makes very good use of outside agencies to support these children. Children are frequently challenged to think more deeply and experiment more widely. For example, when using construction toys and engaging with puzzles children are prompted to extend their building skills and persevere. Overall, staff are very effective at raising children's self-esteem, drawing out language and sustaining concentration. The indoor environment is highly stimulating with a wide range of creative activities and materials available for children to engage and experiment with. The immediate outdoor area is restricted in size which restricts the opportunities for outdoor play. There are plans to develop this area so that it can be used all year round and broaden this part of the curriculum. As a result of this provision, children enjoy school and grow in confidence and imagination from their experiences. Basic skills are developing well, particularly awareness of reading and number. Staff are highly vigilant about children's welfare and give regular prompts about general safety and consideration of others. They ensure children understand the reasons behind the school's 'Golden Rules' of behaviour and praise positive examples.

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?	1
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 30/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 30/03/2009

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.