

# St Mary's Nursery Horsham

Inspection report for early years provision

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**Unique reference number** EY387285  
**Inspection date** 21/09/2009  
**Inspector** June Fielden

**Setting address** 20 Denne Road, Horsham, West Sussex, RH12 1JF

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**Type of setting** Childcare on non-domestic premises

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## 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).

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.

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## **Description of the setting**

St. Mary's Nursery is privately run. It opened in 2002 and was reregistered in 2008. It operates from two rooms at the Girl Guide Headquarters in Central Horsham. Children have access to a fully enclosed garden for outdoor play. The nursery serves the local town and is open Monday to Friday during term time. On Monday to Thursday sessions are 08.45 to 11.45 and 11.45 to 14.45. On a Friday sessions are 08.45 to 11.45.

A maximum of 24 children in the early years age range may attend the setting at any one time, and there are currently 53 children in this age group on roll. The setting is also registered on the compulsory part of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are eight members of staff who work with the children, five of whom hold early years qualifications to at least NVQ at level 2. The setting provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have extensive knowledge of children's individual needs in order to effectively promote their welfare and learning. Children are cared for in a warm and welcoming environment where they are safe and secure. Staff liaise well with others involved in children's care to ensure that any additional support they need is provided. They see the exceptionally good partnership they have with parents as one of their key strengths, and act on their ideas and opinions, which they seek through questionnaires. The nursery uses its self-evaluation to successfully identify areas for further development.

## **What steps need to be taken to improve provision further?**

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

- enhance the risk assessment by including some building materials that are accessible to children by the back of the sheds in the outdoor area and the boxes stacked in the small room inside the nursery
- ensure that all opportunities are used to include counting in everyday routines and that the length of whole group sessions are appropriate to all children's needs, to further enhance their learning and development

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

The nursery's effective vetting procedures ensure that all staff working with children are suitable to do so. Their safeguarding policy is clearly understood by

staff and parents, and designated staff understand their legal responsibilities to ensure children's welfare. The majority of the staff employed by the setting hold appropriate early years qualifications and there is a high ratio of staff to children. Risk assessments for the setting and outings are maintained by staff in order to minimise risks to children. The managers are well supported by their staff and show that they are committed to their programme of improvements within the setting, hence creating a good learning environment for children. Staff work well together as a team to ensure the smooth running of the nursery, while management makes sure that information is effectively cascaded to them. Space is successfully organised to enable children to have access to as many resources as possible each session. Staff make good use of training opportunities that are available to them to extend their knowledge and improve outcomes for children. Children are taught to make use of the environment to grow plants for food and make models from recycled materials.

Parents are invited to share information about their different cultures with the children. The nursery is inclusive in its practice and has efficient systems in place to promote the interests of children with special educational needs. They ensure that they obtain effective support in order to make consistent progress in their learning and development. They also make sure that parents are part of this process. Staff follow the advice of other professionals involved in children's welfare and adapt activities to meet their needs. Where children attend other provisions during the course of the week, or transfer to the nursery from another group staff contact them to exchange information about the children involved. They also maintain links with the schools children will be moving onto, inviting staff from them to visit the nursery and meet the children. Staff also prepare children for the transition to school through their lunch club and the activities they provide for them in the afternoon sessions, which are mainly attended by the older ones.

The nursery is exceedingly well committed to involving parents in children's learning and development by encouraging them to volunteer to participate in the parents' rota or to share their skills with the children. The opinions of parents are valued by staff, and those of children are sought at circle times. Parents are provided with purposeful information through their own notice boards inside the setting, regular newsletters, and the planning and information on the Early Years Foundation Stage (EYFS) is also accessible to them. Children's development records are made available to them at any time, and they are aware of their child's key person. Parents know that they can speak to staff whenever they wish to, not just at parents' evenings. They believe that children settle successfully at the nursery and that they receive plenty of feedback on their child. The social needs of parents are also taken into account, as a wide range of events are organised for them by the setting, including quiz nights and curry nights.

## **The quality and standards of the early years provision and outcomes for children**

Children are provided with effective activities that cover all areas of learning and include a good range of adult-led and staff-initiated tasks. The planning is well organised and children's learning is efficiently supported, to ensure that they make

good progress towards the early learning goals. Staff conduct regular observations of children which they use to assess their next steps in learning. Children's needs and interests are then included in the planning which is based on different themes. Although younger children sometimes get restless during longer whole group sessions, staff also work on a one to one basis with children when necessary, to meet their individual requirements. The planned activities are evaluated daily by staff. Key workers ensure that children's records of development are kept up-to-date, with their achievements being colour coded to show when they occurred. Children's profiles also include some photographs and examples of their work. Children use a wide range of equipment, including sit and ride toys in the outdoor area for exercise. Staff read stories to them and spend time talking to children to develop their literacy skills. Children get a chance to talk to the group about their home and families at circle time. They learn about the world around them as they design and make a model garden, developing their skills in sticking and using small tools. Children are made aware of different festivals and religious celebrations through the activities covered by the nursery. They play with musical instruments in the garden and sing songs together that involve counting. Although staff do not always make use of all opportunities that arise during daily routines to further develop children's counting skills, such as snack time, when bowls and cups are being handed to them.

Staff ensure that the premises are secure, and there is a book to record the arrival and departure times of visitors, to maintain children's well-being. Children are made aware of keeping themselves safe. Although there are currently some building materials in the outdoor area and some boxes stacked in the small room inside the nursery that are accessible to children, they do not approach these items. They move around independently between the indoor and outdoor areas at the setting, take themselves to the toilet and confidently approach staff to engage them in conversation. Staff raise children's awareness of healthy eating through the games they play with them, and by offering them fruit, vegetables and rice cakes at snack time. Parents of children having lunch at the nursery are given a leaflet about healthy eating and staff monitor what they eat to ensure that it is nutritional. Children show that they have a good attitude towards learning, as they spend some time concentrating on the activities they choose to participate in. Staff are always positive with children. If their behaviour is inappropriate there is a cosy area with soft toys where staff sit children to calm down. Staff get children used to listening to each other and to think through how their behaviour affects members of the group. As a result, they co-operate well with others and take turns to speak in group situations. Laptop computers and other equipment is always available to children to develop their understanding of information technology. As a result, children show that they are developing good skills with the mouse when they use the computer. A variety of different jigsaw puzzles are accessible to them, to develop their abilities in problem solving.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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

Met