



St Paul's Day Nursery

Inspection report for early years provision

Unique Reference Number	257281
Inspection date	12 January 2006
Inspector	Sharon Waterfall
Setting Address	405A Belchers Lane, Bordesley Green, Birmingham, B9 5SY
Telephone number	0121 773 1748
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Registered person	St Paul's Nursery, Bordesley Green, Ltd
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

St Paul's Day Nursery registered in 1994. It is part of the projects run by St Paul's Crossover It operates from a purpose built building in Bordesley Green within walking distance of the main high street and bus routes across the city. The group serves the local community and is the workplace nursery for staff working at Heartlands Hospital.

There are currently 47 children on roll. This includes 22 funded 3 year olds and 5

funded 4 year olds. Children can attend for a variety of sessions. The group supports children who speak English as an additional language and those that have special educational needs.

The group opens five days a week for 51 weeks of the year, although the week between Christmas and New Year and all Bank Holidays the setting is closed. Sessions are from 07:00 until 18:00.

There are 18 staff working with the children; of these, over two thirds hold early years qualifications and the remaining staff are currently on training courses. The group is supported by an early years teacher mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

In general children are developing an awareness of factors for a healthy lifestyle. Adequate and nutritious meals and snacks are provided during the day. Fresh foods such as fruit and vegetables are provided daily. Children's independence is encouraged as they choose their own snacks and are able to access drinking water at anytime.

Children have inconsistent messages regarding good hygiene procedures; they wash their hands before lunch though not before eating snacks and clean their teeth after lunch but toothbrushes are not stored hygienically. Staff's practice though generally good is sometimes ineffective due to the condition of some of the equipment. Children's health is mostly safeguarded through the setting's policies, procedures and records, which generally meet all required standards. However, accident and medication records require more accurate information.

The setting's outdoor area is very well used by all children. They generally go outside once a day. There is a good range of equipment in the garden that aids children's development in all areas. They engage in climbing, balancing and ball skill activities. They enjoy running around and playing ring games. Equipment inside sufficiently develops fine motor skills such as using one handed tools, construction equipment and threading activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Around the setting photographs and children's work is displayed creating a sense of belonging for the children and their families. Most rooms are bright, though marked decoration and floor coverings impede on the overall feeling of a welcoming environment. Space is organised well to maximise play and learning opportunities for the children, with rooms opened up regularly to create a family play environment between the different ages of children. The outdoor area can be used all year round which benefits children's learning and experience of their changing environment.

Children access most resources independently and they are stored at low-levels. The implementation of the 'Birth to three matters' curriculum ensures that the children are encouraged to make their own choices and decisions. There is a good range of resources throughout the nursery, including the outdoor area. They are age appropriate, varied and enable children to progress in most areas of development.

Children's safety is a priority of the staff and they work on an on-going basis to minimise any identified hazards. Risk assessments are completed daily for the outdoor area, though these are sometimes not accurately recorded. Staff supervise children well and the children are able to move around the facility freely and safely.

Children's protection from abuse and neglect is adequately promoted through the staff's basic knowledge of signs and symptoms. The person with responsibility for child protection is aware of the correct procedures to follow for reporting concerns to the appropriate agencies.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The Birth to three curriculum is being adapted into the setting, the impact on the children's care and learning is very positive. Aspects of planning and assessment are not yet consistent throughout the three care rooms for this age group.

Activities and resources are provided that enable the children to fully explore using all of their senses and to be creative and imaginative. For example, the children enjoy exploring the texture and feel of shaving foam. They are able to move it around the table and many decorate their hair with it. In the baby room they use paint to create a body print. The children are able to sit in the paint and truly experience it with their bodies. They gain learning opportunities for language, mathematics, independence and motivation from interesting activities. Learning is extended as the children build on a main experience during the week, as more resources are added to a structured activity. Children's progress is better developed as staff are beginning to use information from observations to plan specifically for individual needs, though children's natural milestones are not always fully encouraged through daily routines. The babies do receive lots of cuddles from caring staff, who respond well to their non-verbal communication and give positive responses to them. Their sense of well-being is supported as routines are consistent with their individual needs.

Nursery Education

The quality of teaching and learning is satisfactory. The children are making steady progress towards the early learning goals as staff have suitable knowledge of the Foundation Stage. Planning and assessment link into the appropriate stepping stones, though able children are not always challenged within the activities provided. During extended group sessions children's interest is not always maintained and some activities miss learning opportunities. These impact on children's continued learning and motivation.

As within the nursery as a whole, a great deal of emphasis has been on enabling

children to be creative and imaginative. They engage in the explorative activities and use their skills to represent things they see when painting and drawing. Use of the written word and language have also been adapted into these activities as children talk to the staff about what they are creating and staff aid the children in practising emergent writing for different reasons. Their sense of belonging is developed as they see examples of their pictures displayed all around the nursery for parents and visitors to see.

The children use books independently and partake in activities where they retell stories in their own words and have made books for the story sacks. Their pre-reading skills are developed as they use the pictures as clues to what might be happening. Some opportunities are missed for the children to anticipate and sequence when listening to stories. They learn mathematical concepts through number songs, older children are beginning to recognise numerals and counting is used throughout the daily activities.

The children regularly visit their local environment and explore the area in which they live. Topics such as holidays and different cultural festivals aid the children in their understanding of the diversity of the world community. The children are very confident in talking in a group and like singing; an older child particularly enjoyed using sign language when singing a song about a rainbow. There are limited opportunities for the children to use a range of technology to support their learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the setting and are looked after by caring staff. They behave well, as they respond to the gentle reminders from staff to take turns and share. Children's self-esteem is developed as they receive praise for achievement and their opinions are valued. At times pre-school children's attention is lost when activities become repetitive, though they remain quite responsive to staff. They show great concern for each other and understand agreed codes to work harmoniously together, such as tidying away toys and wearing aprons for messy play.

Children are able to access a wide and meaningful range of resources and activities to actively raise their awareness of diversity and to promote their understanding of others. Children's own individuality is valued and staff are beginning to use assessment and planned activities to support children's development more consistently. Therefore, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. A strong priority has been given to involving parents within the life of the setting. Parent's evenings have been introduced to enable parents to see children's development records and discuss issues with staff. Children fully benefit from the consistency of information and care afforded by these relationships.

Organisation

The organisation is satisfactory.

The children benefit from well-qualified staff that realise their commitment to improving practice through regular training. The appraisal system aids in identifying areas for improvement within these training needs. All staff are gaining knowledge of the 'Birth to three matters' curriculum and have regular meetings to improve its consistent implementation. They are effectively inducted into the setting, which ensures that the broad policies and procedures are fully applied throughout the nursery. Practice has been reviewed through the completion of accredited quality and assurance schemes.

The leadership and management of the nursery education are satisfactory. Children's achievements are observed and recorded sufficiently within the pre-school. Staff use their sound knowledge of the Foundation Stage to plan for children's future learning. The nursery education is monitored and reviewed as staff seek advice from outside agencies and hold regular planning meetings. However, aspects of the teaching limit the effectiveness of children's learning, particularly the more able children and during group activities.

The children are able to move around freely and safely. Staff show affection for the children and are actively improving practice, which impacts positively on their welfare. Therefore, overall the nursery meets the needs of the range of children who attend.

Improvements since the last inspection

At the last care and nursery education inspections actions, recommendations and key issues were raised to improve children's care and learning. The actions were regarding the supervision of all none vetted persons, maintaining a fire log book and regular fire drills and monitoring access to the building from visitors. The actions have been sufficiently complied with, all staff are vetted and any student is supervised at all times, fire drills are completed regularly and are recorded in accordance with fire regulations and only staff enable visitors to access the setting following written guidelines. These procedures support children's overall safety and welfare.

The recommendations made included enabling young children to have choice in their activities, to ensure any hazards in the outdoor area were removed before use by children and that staff's knowledge of child protection issues were developed. With the implementation of the 'Birth to three matters' curriculum staff have ensured that children make independent choices in all activities and can access resources on their own. A wide range of activities are available to the children during the sessions. Before the children go outside to play, a staff member completes a risk assessment in the garden and any hazards are removed. On the day of inspection litter was still observed to remain after staff had checked and this was discussed as a point for improvement. After the last inspection all staff completed in-house child protection training. Staff evidenced a secure knowledge of the reporting procedures should they have concerns regarding a child. These procedures improve children's care and learning.

The key issues raised at the last nursery education inspection focused on ensuring children had sufficient opportunities to engage in activities that supported all areas of learning and that assessment information was used to inform future planning. The second was to enable the children to compare quantities, predict what happens in simple physical processes and to develop their sense of time. Children engage in activities that promote all areas of learning and staff ensure that planned activities support all areas of the Foundation Stage. Assessment information is used by the staff responsible for planning to look specifically at individual children's learning, though extension for older children is not effectively planned or implemented. Children compare quantities when playing in the sand and water and using the mathematical compare bears. Activities are planned to enable them to predict changes to processes such as what makes water move and the varying seasons and weather in the year. Their sense of time is developed as they talk about the seasons of the year, discuss yesterday, today and tomorrow as they learn about the days of the week, months of the year and individual date. The key issues have been sufficiently implemented to improve children's overall learning.

Complaints since the last inspection

Since the last inspection Ofsted have received two complaints regarding the setting. The first in March 2005 raised concerns regarding the lack of activities, stimulation children receive from staff and the behaviour of staff when assisting children to sleep. These concerns relate to National Standard 3: Care learning and Play and National Standard 11: Behaviour. We asked the provider to investigate and report back to Ofsted within 10 working days. The provider reported that all though no evidence was found to support the complaint their practice on sleep routines has changed in line with current government guidelines. Ofsted is satisfied that the registered person has taken appropriate steps to address the concerns.

The second in October 2005 related to concerns regarding lack of supervision, resulting in injuries to a child, standards of hygiene practice relating to potty training and failure to action a parents concerns when raised with staff. These concerns relate to National Standard 2: Organisation, National Standard 7: Health and National Standard 12: Working in Partnership with Parents and Carers. Ofsted made an unannounced visit to the setting and raised one action; to forward copies of staff reports relating to the accident and resulting complaint. The registered person forwarded the statements and records of the accident and complaints record. Ofsted is satisfied and the registered person remains qualified for registration.

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 that staff are consistent in following good hygiene practices
- improve written records for accidents and medication, ensuring more accurate detail is recorded and confirmation is obtained from parents
- ensure the environment is maintained in a suitable state of repair and decoration.

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 older and more able children are challenged and their learning extended within planning and practical activities
- increase staff's awareness of the learning opportunities provided within all activities
- improve the use of technology to support children's learning throughout all areas of the Foundation Stage.

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