

St Josephs Nursery

Inspection report for early years provision

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Inspector Maura Pigram

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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*.

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Description of the setting

St Josephs Nursery is privately owned and opened in 2009. It is situated within the grounds of St Josephs Catholic school in the borough of Harrow and operates from a dividing room in a purpose built single storey building. Children have access to an enclosed outdoor area. It is open each weekday from 8.00 am to 5.55 pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are 30 children aged from two to five years on roll. The nursery makes provision for children with special educational needs and for those who speak English as an additional language.

There are nine members of staff including the manager and the cook. Six of the staff hold appropriate early years qualifications. Two members of staff are working towards a Level 3 qualification. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated manager, deputy and the staff have successfully worked together to have a very clear vision for the nursery and promote an inclusive practice. Children are safeguarded and their welfare needs are met. Children's individuality is recognised through the close partnership with parents and the effective partnership with other agencies. This is significant in making sure that the needs of all children are met, along with any additional support needs. Systems to evaluate practice are generally effective in providing carefully planned targets to enable management and staff to make further progress on what they have accomplished so far.

What steps need to be taken to improve provision further?

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

- develop further systems for monitoring the quality of the provision taking into account views of children, parents and carers
- develop further support for children learning English as an additional language, by having regard to the effective practice guidance in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language
- improve assessment and planning so that current interests are used in their development, challenges and learning and use these to plan for the next steps in their learning.

The effectiveness of leadership and management of the early years provision

Children's care and learning is effectively promoted because the manager and her team have a secure knowledge of the requirements of the Early Years Foundation Stage (EYFS). They have a good understanding of legal duties and responsibilities with regards to child protection issues. The strong partnership with parents and the sharing of information contributes to safeguarding children. Vetting procedures are mostly well managed to ensure adults working directly with children are suitable. Risk assessments for all areas are carried out to ensure any identified risks to children are minimised.

The management has a clear sense of purpose about delivering a quality service and have built a committed team. The highly motivated and experienced manager and deputy supports the development of the staff. For example, training is encouraged and effectively supported, recent training initiated changes in the layout of the environment so that outcomes for children are improved. The nursery promotes an inclusive practice and useful documentation contribute effectively to this. For example, detailed children's questionnaires are used to gain information about all their needs including interests and backgrounds. This coupled with regular discussions with parents/carers ensure there is a continuity of care between all parties. The experienced staff ensure any specific learning difficulties are identified early so that effective strategies are used to support individuals. Children who speak English as an additional language are mostly well supported. For example, an appropriate range of strategies and resources are used to ensure children can communicate their needs. These include working closely with support agencies such as speech therapists, the use of photographs and the knowledge of key words in home languages.

All staff are involved in the monitoring of the provision, strengths and areas to develop are known through a detailed development plan. The development of the outdoor area and re-viewing of all areas used by children have been highlighted for attention. Although views from parents and children are welcome, these are not yet used to inform the self-evaluation process. Parents speak highly about the nursery, they are provided with ample opportunities to be involved in supporting their children's learning and development. For example, open sessions including workshops on relevant topics such as supporting children with reading were recently well attended. In addition, each child has a learning journal which is used to share information about their interests and achievements both at nursery and at home. This means that parents are very well informed about their children's progress and well-being. Partnerships with other providers of the EYFS to support its seamless delivery is in the evolving stage.

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

Children make very good progress towards the early learning goals, an effective key system and one to one support as necessary supports this. A systematic

approach is used to make sensitive observations of the children as they learn though play and planning is linked to all the areas of learning which is displayed for easy reference. Information about children's initial interests are used well during the settling in process. However, ongoing interests are not yet fully used to challenge or to plan the next steps in the children's learning. Activities are adapted or modified so that all children can fully participate.

Children play in an attractive and well planned environment that allows them to move freely between activities. Resources are of high quality that offer learning experiences for all. Children learn the importance of good personal hygiene and the need for regular exercise as part of a healthy life style. Sleep and rest periods are incorporated into the routine of the day according to individual needs. An imaginative cosy area doubles up as sleeping area and an imaginative play area which is actively used by the children during their play. The partially covered outdoor area means that children have the opportunity for physical play in the fresh air every day regardless of the weather. They enjoy the freedom to run around and ride on wheeled toys which contributes to their good health. They also enjoy gardening and learn about plants that grow in the local environment. Children have a positive attitude to learning, good use of photographs ensure even the youngest child can express their wishes. Social skills such as turn taking is encouraged throughout children's play and the successful use of a sand-timer supports this.

There is a good balance of adult-led and child-initiated activities that fosters learning across all areas ensuring children are always well occupied in purposeful tasks. Occasionally staff do not always extend children's spontaneous interests so that this is extended and used to promote children's knowledge. Children are confident and engrossed in chosen activities such as creating hand prints using a variety of different coloured paint. They delight in mixing colours and open questions used by staff assist children to think about the affects of mixing paints and their end project. Children express their views confidently using good vocabulary. They ask and answer questions and competently explain activities they enjoy whilst at the nursery. These include a balance of indoor and outdoor activities, a firm favourite is 'playing shops'. This helps them to develop an understanding of numbers and calculation, good support from adults helps them in turn taking so that they develop good social skills. Children love joining in with favourite songs and nursery rhymes. They share stories together and are able to share these with their families through the book borrowing system. Dual language books are not yet available to raise children's awareness of different scripts and to support those learning English as an additional language. Children work together in groups to create their own imaginative play, they carry out pretend telephone calls and make 'dinner' for attentive staff members. They learn about the wider world as they visit parks and the local shops, this is used to favourite food items and information gathered from this trip has been implemented into the daily menus. Self-esteem is effectively supported throughout all children's activities so that they become active learners. They delight in finding photographs of themselves as babies and excitingly use these to create 'all about me' books which is an adult-led activity following the successful 'baby clinic' activity. During this time children delight in taking on the roles of doctors and health visitors. They weight their 'babies' and use computers, pens and paper to record their discussions. The safe

use of tools such as scissors and the free-flow snack procedure all contribute effectively to the development of children's skills for the future.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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