

St.Crispin's Nursery School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Crispin's Nursery School is an independent school which operates from two large detached houses in the Stoneygate area of Leicester. This established nursery was re-registered in 2009 following the incorporation of The Grange Nursery. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday and offers full day care from 8.30am until 3.30pm and sessional care from 8.30am until 12 noon and from 1pm until 4pm, during term time only. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and a maximum of 32 children may attend at any one time. There are currently eight children attending who are within the Early Years Foundation Stage. The nursery have experience of supporting children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Children thrive in this happy, caring and inclusive environment in which they make very good progress towards the early learning goals. Resources are many and are extremely well organised to enable children to be independent and adapt their play as needed. Partnerships with parents and carers and others who offer care to children are good and support children's individual needs. Comprehensive and relevant records, policies and procedures are in place and implemented effectively to safeguard and promote children's welfare. Robust procedures for monitoring practice and supporting staff in attending a range of training ensure that the capacity for continuous improvement is very strong.

What steps need to be taken to improve provision further?

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

- extend existing provision of activities, experiences and resources to further promote all children's recognition and respect for diversity
- further develop the system for planning to ensure that all areas of learning are appropriately covered to reflect children's individual learning capabilities, in particular with regard to outdoor play.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding issues. They recognise the signs and symptoms of abuse and their role in protecting children through a clear safeguarding policy, which is shared with parents. They know who to contact with any concerns should the need arise. Vetting procedures are in place to ensure that any person working or having contact with children is suitable, and good adult-to-child ratios are continually maintained. All documentation required to support and maintain children's welfare and well-being is in place and stored confidentially. This is regularly reviewed, alongside policies and procedures, to ensure that any necessary amendments can be made and to meet with changes in legislation. Robust risk assessments are in place to ensure that all areas children access are safe and suitable. These are reviewed on an annual basis and as and when changes occur. In addition, all outings are risk assessed to ensure that any potential hazards are identified and minimised to support children's well-being. All required consents are obtained from parents and carers to ensure that children's welfare, care and learning are promoted extremely effectively.

The manager and staff team work very effectively together to ensure the smooth and efficient running of the setting. Every staff member takes an active part in reflecting on and improving practice to improve outcomes for children. As a result, staff continually seek ways to improve and ensure that this is ongoing. Regular training is offered to all staff, ensuring that they are kept up to date with any changes in practice, which is then cascaded to all. Staff deployment is excellent and staff ensure that children are supervised and that security is maintained at all times, in particular at times when children are arriving and departing, ensuring that children cannot leave the setting unaccompanied. Regular fire drills are carried out to ensure that all children know how to leave the setting in the event of an emergency.

Partnership with parents and carers is very good and staff take time to get to know the children and their families to ensure that the whole family feel relaxed and involved at the setting, supporting children as they settle in. Regular newsletters keep parents informed of the day-to-day goings on in the setting, along with formal feedback being offered in a report on children's progress twice a year. In addition, an open door policy is in place to ensure that parents can speak to their child's key worker about any concerns or issues as and when they wish. An inclusive environment is offered and staff ensure that children are able to access the full and extensive range of resources, although these are not always fully reflective of diversity. Relationships with other settings and professionals are developing well in helping to support children's transitions to school and for those children with special educational needs and/or disabilities. Good systems are in place to evaluate the quality of the provision and a thorough and realistic self-evaluation of the setting has been completed. The manager and staff value the views of parents and carers and take these into consideration when identifying areas for future development. This contributes significantly to the setting having a realistic view of their practice and developing good plans for future development.

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

Children play and learn in a stimulating environment in which they have very good access to toys and resources, enabling them to develop their independence and skills in all areas of learning. Staff have a good understanding of the Early Years Foundation Stage and are using observation and assessment well to identify children's needs, enabling them to make good progress. They know children well and use this knowledge to create a learning environment in which children are able to make their own decisions and adapt their play to suit their needs. As yet the outdoor learning environment is not planned for effectively to best identify children's individual learning to support their developing needs.

Staff promote a caring and calm atmosphere in which children are able to develop positive relationships with their peers and staff. Consequently, children feel very safe and secure and develop their confidence well, for example, as they seek out known adults to support their needs. Children's behaviour is managed appropriately and methods are used help children to learn the rules of the setting. For example, as staff get down onto their level and explain why it is not kind to snatch toys from others, explaining that they too can have a turn once the sand in the timer has fallen. Children have very good opportunities to develop their independence from a young age, for example, as they take themselves to the toilet or access the broad range of toys and resources, therefore their confidence and skills are developing well.

All children have good access to a range of books to support their understanding that print has a meaning. Staff read with them and to them every day in large groups and on a one-to-one basis, and children love to act out what they hear, anticipating what is coming next in each part of the story. In addition, children choose a book to take home each day and share with their parents and carers. They listen to and enjoy music, have regular music and movement sessions and also use a good range of instruments to create their own sounds. Access to mark making is available to children at all times, for example, as they paint using a range of brushes and vegetables, through the use of white boards and marker pens and as they skilfully use the interactive white board to create their own marks.

Children have very good access to a range of technology and battery operated toys, such as computers, tape recorders and telephones. Their awareness of nature develops as they explore the garden, hunting for bugs and using 'bug finders' to look at these more closely. In addition, the children have just begun to use an area in the garden to plant their own daffodils and onions to enable them to look at how things grow. Some opportunities for children to learn about the needs of other cultures, lifestyles and disabilities are in place through a small range of resources and in the exploration of some festivals, however, this is not fully promoted to fully promote children's understanding of diversity.

Children begin to explore shape as they handle and use a range of shape sorters and begin to use coloured counters to organise and order colours. Staff count with

them in all that they do, for example, as they climb up and down the steps to the outdoors. Children enjoy problem solving as they work out how to place puzzle pieces into the correct space and as they use construction items to make a variety of models. Children's imagination begins to develop as they use the home corner to 'cook' and the small world resources to imitate their own lives.

Children's health and safety is very well supported within the setting. They choose healthy foods for snack time, such as carrots sticks and apples, and remain hydrated as they are offered regular drinks throughout the day. Staff work closely with parents and carers to ensure that the packed lunch children bring is both healthy and nutritious. Children have good access to the outdoors and enjoy the freedom this offers them in running and practising their large muscle skills. Children remain safe as they know and understand the boundaries of the setting and listen to the rules for being safe, such as 'don't run' and 'hold onto the banister' as they access the outdoors. More able children are observed to manage their own safety as they carefully and skilfully manoeuvre equipment, such as small sit-and-ride toys, around the other children.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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

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	1
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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