

St Clements

Inspection report for early years provision

Unique reference number	EY261598
Inspection date	08/10/2008
Inspector	Alison Edwards

Setting address	16 Church Hill, Woodhouse Eaves, Loughborough, Leicestershire, LE12 8RT
Telephone number	01509891131
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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 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 Clements Day Nursery opened in 2003. It is privately run and provides care for a maximum of 70 children under the age of eight years. It is registered on the Early Years and Childcare Registers. It opens from Monday to Friday throughout the year from 07:30 to 18:00. Children attend a variety of sessions. There are currently 106 children on roll, all in early years age range. The nursery liaises with parents and carers, local schools and other early years providers.

The setting operates from converted premises within the village of Woodhouse Eaves in the Charnwood district of Leicestershire. Children are based in playrooms on the ground and first floors of the main building, and in a single storey conversion at the rear of the property. Some areas of the premises have level or ramped access. Toilet facilities are accessible in each area of the premises. There are fenced and terraced play areas for outdoor activities.

Including the officers in charge, there are 18 regular childcare staff. Of these, 13 hold recognised early years qualifications at Level 3 or above, and two hold recognised qualifications at Level 2.

Overall effectiveness of the early years provision

Children enjoy their time at the nursery where they are actively engaged in their play and make good progress in their learning. High priority is given to establishing good links with parents to find out about children's individual needs and preferences, and to build involvement with the local community. There are excellent arrangements to promote children's health, and many effective precautions are in place to help minimise identified risks to children's safety. Managers are developing ways to involve staff in evaluating the effectiveness of the provision. This helps to ensure that priorities for future development are well targeted, for example, with regard to reviewing current arrangements to help staff feel more confident in helping children to understand diversity in the wider society in which they live.

What steps need to be taken to improve provision further?

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

- review risk assessments to ensure these more effectively identify all issues potentially posing a hazard to children, with particular regard to access to the kitchen from the outside play area
- ensure practitioners understand how to implement safeguarding children issues, with particular regard to the procedures to be followed in the event of any allegations against staff
- develop arrangements evaluate and extend arrangements to help children recognise and value diversity and differences.

The leadership and management of the early years provision

Staff and managers share a common sense of purpose in their focus on promoting children's welfare and helping them to make good progress in their learning. There is growing confidence in the use of self-evaluation, taking account the view of parents and other agencies, to identify strengths and priorities for further development. The nursery has taken effective action to address recommendations raised at its last inspection, helping to ensure that there are now good arrangements for older children to develop their mathematical awareness and their independent creativity.

The nursery runs smoothly on a day to day basis. Robust recruitment and training policies help to maintain a high proportion of qualified staff with good knowledge of current practice, so helping to ensure children are well cared for. Required records are used effectively to share information about children's care, health and diet between staff and parents, helping to ensure that individual needs are met well. Policies and procedures are readily accessible and regularly reviewed, helping to ensure that they are generally effective in underpinning children's welfare. Staff have a sound awareness of the procedures to be followed in the event of any concerns about a child. However, the current safeguarding children policy does not give them clear guidelines on what to do in the event of any allegations against a staff member. Risk assessments are regularly reviewed but are not yet fully effective in identifying and assessing all potential risks, for example, from an open door between the kitchen and an outdoor play area.

The nursery has developed long standing arrangements with many families, so helping to promote continuity and consistency in children's care and helping to ensure that staff have a good understanding of individual children. Staff are innovative in experimenting with different ways of sharing information with parents about the purpose and value of children's experiences, for example by using well-captioned photographs in displays and by encouraging parents to contribute their own observations of children's skills and interests. Managers take account of parents' views in continuing to try new ways of regularly sharing progress information about individual children, for example, through photographic and written development records, informal discussion with the key staff responsible for each child, and more systematically arranged parents evenings.

The quality and standards of the early years provision

There are excellent arrangements to promote children's health and well-being. Very good use is made of a stimulating outdoor area to enable children to develop all their senses through exploratory play in the fresh air. Staff recognise and encourage young babies' pleasure and excitement in their growing mobility as they encourage them to pull themselves up on sturdy furniture. Older children show growing coordination and control as they manoeuvre wheeled toys or as they purposefully use small tools, such as, scissors and glue spreaders. High standards of cleanliness and hygiene help to minimise risks of cross-infection, for example during nappy changing. Children are enthusiastic in their enjoyment of appetising

and well-balanced meals which are home cooked using high quality ingredients.

Good adult:child ratios are consistently maintained, so helping to ensure children are supervised well. Daily routines are used effectively to help children develop safe habits of behaviour, for example when using the stairs to the first floor, or when selecting and putting away toys in sturdy and accessible storage units. Staff talk with them about the use of many effective precautions to help minimise identified risks, such as, safety gates, vision panels and finger guards, so helping them to understand simple aspects of safety. Children begin to learn about safety in the wider context through visits from people who help us, such as local police. However, risk assessment and safeguarding children procedures are not yet used to full effect to underpin children's welfare.

From an early age, children learn that they are valued as individuals because staff know and value them as individuals and take account of parents' insights into their own children's starting points and interests. This helps children settle quickly within the nursery and show confident interest in their surroundings and experiences. For example, young babies smile and gurgle as they begin to pull themselves to their feet, or as they explore the textures of different fabrics. Across the age range, children are encouraged to make independent and purposeful choices in their play because resources and play materials are readily accessible and generally well presented. There are good arrangements to work with parents and other agencies to support the inclusion of children with disabilities and/or additional learning needs. Staff recognise the importance of ensuring all children are included and fairly treated, but are less confident in effective ways to help all children recognise and respect diversity.

Children across the age range are confident and consistently engaged in their play and activities, so showing a positive attitude to learning. Staff give high priority to enabling children to build on their own interests through independent and purposeful play. For example, staff extend toddlers' interest in pirates by providing interesting pretend play areas including toys ships, figures and forts, and by ensuring a good range of relevant books are readily accessible. Staff working with older children use their interest in fairy stories, such as, 'Goldilocks' or 'Three Little Pigs' to support children's exploration of their mathematical, communication, design and creative skills in a wide variety of practical play opportunities. Staff are continuing to experiment with the most effective ways of using their observations and assessments of children's interests and progress to identify the next steps in children's learning and in incorporating this knowledge into future planning for children's learning journeys.

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?	1
How well are children helped to enjoy and achieve?	2
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

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