

St Bernards Day Nursery

6 Clarendon Road, HINCKLEY, Leicestershire, LE10 0PL

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| Inspection date | 25/09/2013 |
| Previous inspection date | 07/03/2011 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- The key person system is effective and enables children to form strong bonds and develop a strong sense of belonging.
- Excellent relationships with parents and strong links with other settings support a shared approach to children's learning and ensures they receive consistent support.
- Managers and staff have a secure understanding of their role and responsibility to safeguard children. They deploy themselves effectively and work very well as a team. As a result, children's welfare, care and learning needs are met significantly well.
- Staff have a good knowledge of how young children learn through their own interests. They successfully plan around these, which ensures children have memorable experiences.

It is not yet outstanding because

- On occasion, staff do not maximise every opportunity to further develop children's learning as they answer questions and show them how to complete tasks. This means children are not always supported to develop their motivation and work things out for themselves.
- The programme for self-evaluation is not yet sharply focused to ensure that clear development plans are implemented in order to continue to enhance the continuous improvement of the provision.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held a meeting and carried out a joint observation with the manager at an agreed time during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in all playrooms and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of practitioners working with children and children's assessment records, planning documentation and a selection of policies and documentation.

Inspector

Claire Jenner

Full Report

Information about the setting

St Bernards Day Nursery was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Hinckley, Leicestershire and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from a converted two story building and there is an enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 65 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- ensure every opportunity is seized to optimise children's learning by ensuring that they have time and space to answer questions and work things out for themselves
- enhance the evaluation process through careful analysis of practice so that it is clearly targeted to help children achieve the highest levels of achievement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Managers and staff have a secure understanding of the learning and development requirements and how to capture children's interest. They know that children learn through play and provide an attractive and stimulating environment where children feel confident and secure. Children's ability to play independently is well supported through the accessible toys and equipment both indoors and outdoors. As a result, children are able to confidently make choices about what they wish to play with. Staff know the children well and complete regular and purposeful observations and assessments of the children. They successfully use these to plan meaningful activities around their next steps in learning. As a result, all children make good progress and are well supported in all that they do. Systems to assess children's starting points are effectively implemented and movements within the nursery are effectively managed to support continuity of care. Strong

relationships with settings in the local area support children's move to school and the next stages in learning. For example, effective arrangements to visit the local schools, meet with teachers and exchange information are well established.

Staff speak with parents regularly about what children have been doing and they readily have access to their children's individual learning journals. In addition, they are provided with more detailed periodic progress reports, invited to attend parents' evenings and meet with their child's key person. This means that they are given a good insight into their children's learning and they speak positively of the progress their children have made. In addition, parents are encouraged to complete 'all about me' books. These include photographs, notes and comments from parents about what children have been doing at home. This contributes positively to the two-way exchange of information in order to further support children. Staff have implemented effective systems to enable relevant assessments to be made for two-year-old children and these are shared and agreed with parents.

Children enjoy being active and enjoy good access to the very well-resourced outdoor area. Effective planning and use of resources enables all children to make full use of this area, despite the restrictions of the building and any inclement weather. Children have numerous opportunities to promote their physical skills. For example, they climb slides and throw and catch balls with developing skill. They propel themselves forwards and back on wheeled toys and successfully navigate any obstacles in their way. Indoors, very young children are well supported as they learn to walk. They hold onto low-level furniture, members of staff or walkers until they are ready to take their first independent faltering steps. Children's understanding of the world is effectively promoted. They have excellent opportunities to learn about nature and wildlife. Children show care and concern for the nursery guinea pigs and tender to and water the plants and flowers in the vegetable plot. They have good access to a range of programmable toys and technology, using electronic tablets with skill. Visitors from the local community and parents are invited in the setting to share their experiences providing good opportunities for children to learn about and value others.

Children's communication and language skills are well nurtured. Staff talk to children as they play and through everyday routines. For example, during meal times staff sit and talk with children who enjoy the social occasion of eating together. However, on occasion, staff do not give children sufficient space and time to answer questions or to think things through. This means children are not consistently supported in developing their motivation to work things out for themselves and so extend their learning. Children enjoy easy access to a broad range of books and reading materials. They spend time either alone or with familiar adults, looking through these talking about what they see and pointing to familiar pictures. Older children understand print carries meaning as they find and recognise their individual place mats at lunchtime. Children make marks in a range of play opportunities, such as painting and sand and have access to a good range of resources, such as, pens, pencils, chalks and crayons to explore their growing skills further both indoors and outdoors.

Children of all ages enjoy singing and participating in action songs and rhymes during planned sessions and spontaneously as they play. For example, a member of staff

successfully engages a very young child's attention and successfully promotes their listening skills. She uses facial expression and the tone and intonation of her voice to capture their attention. Children enjoy being creative and make use of a range of equipment. For example, a group of children make their own instruments out of saucepans, lids and spoons. They show their delight as they make music banging and tapping out rhythmical beats. Children are introduced to mathematics in a variety of play activities and everyday routines. An example, of this is children comparing the size and counting each curtain ring as they carefully place it on the mug tree. Older children successfully recognise numerals as they identify numbers on the sides of toy cars as they take each one out of the box. Younger children explore shape, space and measure as they fill and empty containers of different sizes in the sand and water tray. They show their growing understanding as they confidently refer to the 'full and empty' jugs of water as they water the plants.

The contribution of the early years provision to the well-being of children

Children show a strong sense of belonging within the provision and form strong emotional attachments with staff. This is supported by the effective implementation of the key person system across the nursery. Settling-in sessions are negotiated and agreed with parents and are reflective of the individual needs of children. This includes home visits where staff and parents have the opportunity to meet and share key information prior to children starting at the nursery. Consideration is made in supporting children in building relationships with all staff and children in the setting. For example, they enjoy regular opportunities to play alongside their older and younger peers outside in the large garden. As a consequence, the move from home to nursery and between groups are effectively supported and managed. Furthermore, links with local schools and other providers of the Statutory framework for the Early Years Foundation Stage are very well established. For example, meetings and visits to local schools are common practice. This helps the children to become familiar with their new learning environment and ensures consistency of care as they move from one setting to another.

Children are cared for in a calm and caring atmosphere which creates a positive learning environment for all. In addition, parents express their appreciation of the warm and welcoming staff group. Staff pay close regard to the safety of children and ensure that activities, resources and equipment are appropriate to their individual needs and interests. Great care is taken in creating a welcoming environment that effectively promotes children's sense of belonging and achievement. For example, throughout the nursery children's artwork and annotated photographs of them engaged in activities are attractively displayed and celebrated. Children behave well and staff consistently praise and encourage children during activities and everyday routines. This successfully contributes to children's confidence and self-esteem. Children are encouraged to play cooperatively with their peers and to share, take turns and be kind to one another. For example, a dispute over who plays with a toy car is quickly resolved with the use of an egg timer, as older children understand that when the sand runs out it is 'time to swap'. Children's awareness of managing their own safety is well promoted. For example, children know that they must hold the hand rail and not to push or rush the person in front when going up and down the stairs. They also have opportunities to participate in a

range of planned activities including discussion with local police and fire officers as they visit the nursery and talk about their role within the community.

Children's understanding of healthy practice is appropriately supported. All children have good access to the well-resourced outdoor play space. The effective use and easy access to equipment, such as gazebos, wellingtons, rain coats and umbrellas means that children can play comfortably outdoors in all weathers. Staff understand the importance of good hygiene practices, which they pass on to the children. Older children use the toilet confidently and know to wash their hands and to flush toilets. Babies and younger children are supported in developing these skills as staff assist them to wash their hands before snacks and meals. Children learn about healthy eating as they are offered healthy meals and snacks which are freshly prepared on the premises. Meal times are a social occasion and children are joined by staff who eat with them. They take the opportunity to be positive role models encouraging children to try new foods and make healthy choices. Opportunities for children to develop their independence and self-care are good. For example, older children serve their own vegetables and very young children feed themselves with growing skill and show a determination to do things for themselves.

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

Managers and staff pay high regard to the safety of children that attend the nursery. They have a secure understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. For example, what to do if they have a concern regarding a child's welfare or practice within the nursery. All staff have attended training in safeguarding. In addition, regular discussion and 'quiz' sessions ensures that they are up-to-date with any changes in legislation and remain fully aware of their roles and responsibilities. Managers advise parents of their responsibilities through discussion and access to the broad range of robust policies and procedures that underpin practice within the nursery.

Detailed risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed and any changes and action taken is noted. All staff remain vigilant to children's safety and undertake daily visual checks on the premises. They work very well together as a team and deploy themselves effectively ensuring that children are closely supervised at all times. Effective visitor procedures are in place; visitors are asked to sign in and their identity checked and they are never left unsupervised. In addition, extra safety systems, such as the recent introduction of CCTV cameras are fitted throughout the nursery. As a result, children play in a safe and secure environment.

Robust recruitment procedures mean that all staff complete the required suitability checks and have completed training. All staff complete a comprehensive induction process to help them understand what is expected of them. For example, all new members of staff are questioned on policies to enable managers to check their understanding of what these mean in practice. Frequent meetings for managers and staff provides opportunities to

share any concerns, good practice and ideas within the nursery. Robust arrangements for regular supervision meetings and annual appraisals enables the manager and senior managers to identify learning needs for each individual member of staff. In addition, students are effectively supported and monitored by a mentor member of staff and managers. A rolling programme of training ensures that all staff are supported in updating their skills, knowledge and level of qualification in order to support children. Staff have forged positive working relationships. They recognise and respect each other's individual skills and attributes, which creates a positive and welcoming environment. Managers work closely with staff to monitor and evaluate the educational programme. For example, managers spend time in each group room which allows them observe staff in their delivery of the curriculum. In addition, staff are encouraged to carry out peer observations and share their thoughts with each other on a regular basis. Planning and assessments are checked to make sure they are consistent and precise. Any gaps are identified and action taken to address and close them. This means that staff are supported well to deliver the requirements of the Early Years Foundation Stage.

Parents state that they are happy with the progress their children have made while at the setting and comment enthusiastically on the 'welcoming and knowledgeable' staff. They comment on how their children engage in a broad range of activities and enjoy their time at nursery. Arrangements to ensure that parents play a full and active role in their child's care and learning have been implemented. All parents are invited to share in their child's achievements, for example, through daily discussion, diaries, parents' evenings play sessions and workshops. For example, in response to a recent questionnaire, parents have been invited to attend a workshop to find out more about the seven areas of learning. In addition, a good range of information on display ensures that parents are fully informed about the Early Years Foundation Stage and the organisation of the setting. Managers and staff make themselves fully available and welcome opportunities to 'talk through' anything that parents are unsure of and to answer any questions or queries. Links have been made with external agencies and with other settings in order to ensure children receive the necessary support and in order to promote continuity of care as required.

The managers and staff are enthusiastic and motivated to providing a high quality service to children and their families. They are committed to the continuous development of the setting and have successfully addressed the recommendations from the last inspection. However, the current systems for self-evaluation are not sufficiently robust in order to identify and target specific areas for improvement needed to formulate a detailed action plan. Parents are invited to contribute to this process through verbal and non-verbal methods, for example, questionnaires, comments and general discussion.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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|------------------------------------|---|
| Unique reference number | 223267 |
| Local authority | Leicestershire |
| Inspection number | 932986 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 30 |
| Number of children on roll | 65 |
| Name of provider | Gillian Evans and Stephanie Alexander Partnership |
| Date of previous inspection | 07/03/2011 |
| Telephone number | 01455 635456 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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