

St George's Nursery and Pre School

Arreton St. Georges C of E Primary School, Main Road, Arreton, NEWPORT, Isle of Wight, PO30 3AD

Inspection date	05/03/2013
Previous inspection date	13/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children thoroughly enjoy their time at the setting. Children of all ages are happy and confident as staff are responsive to their individual needs.
- Children feel safe and secure in the nursery and pre-school, and arrangements for safeguarding the children are robust.
- Children are welcomed into an environment where they are all valued and included.
- A very good partnership between the setting and parents ensures key information is shared between them, so children progress well.

It is not yet outstanding because

- The children thoroughly enjoy the time spent playing outside but staff do not provide resources there that encourage children to explore, build, move and use their imaginations in a variety of ways.

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 discussions with the provider and manager, and talked with staff, some parents and children.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and sampled other documentation.

Inspector

Alison Large

Full Report

Information about the setting

St George's Nursery and Pre School registered in 2011. It is one of three settings owned and managed by KNL Childcare Ltd. The settings operate from Arreton St. Georges Church of England Primary School on the Isle of Wight. They have use of a classroom within the school premises and a mobile building sited in the school grounds. The settings have their own outdoor play areas. The pre-school and nursery is open Monday to Friday from 7.45am to 6pm for 50 weeks each year. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 68 children in the early years age group on roll. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. The owner employs 15 staff, including the manager to work with the children. All staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- provide added opportunities in the outdoor areas for children to explore, build, move and role play, to further enhance the provision and support those children who prefer to play outdoors as well as possible.

Inspection judgements

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

Children are secure and safe in the nursery and feel a sense of belonging, fostered by consistent care from staff and appropriate resources. Staff promote all aspects of children's welfare and learning with success. The educational programmes ensure the children are offered interesting and challenging experiences across the different areas of learning. The nursery and pre-school is organised to provide a stimulating learning environment, with access to well resourced areas overall that children can explore freely. Children take pleasure in their learning and achieve well in relation to their starting points. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements. During creative play children are able to experiment with a variety of textures including dough, shaving foam, glue and paint.

Babies have lots of opportunities to explore resources using their senses. They touch and handle toys discovering how things make a variety of noises and have different textures. All children enjoy good opportunities to choose, participate and become independent in their play. The staff team promote children's development through a good balance of

child-led play and interesting activities. Children investigate technology as they use programmable toys and a computer. They become aware that written words have meaning as adults sit and read books with them. Children are encouraged to count and use numbers in a variety of ways and they recognise shapes and name colours. All staff have an understanding of how children learn and develop and children are consistently provided with good learning opportunities. Adults are good at getting down to the children's height when talking to them. They gain eye contact with the children before talking and encourage children to listen to what is being said. This approach contributes to the building of good relationships and listening skills, helping prepare children well for school.

Observations of children's progress are recorded by staff and these are used to identify each child's learning needs. Use of a tracking sheet makes it clear to see the progress each child makes and how their next learning steps are identified. Younger children are supported well by staff and become confident in their daily routines. Staff successfully recognise the uniqueness of each child and help each one to make good progress in their learning and development. The planning of children's activities is monitored to ensure they are meeting their individual learning needs. The setting's good links with parents means they are kept informed of their children's progress. The nursery has implemented the required progress check for two-year-olds. All documentation is in place and shared with parents regularly.

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

Children of all ages are happy and confident as staff are sensitive to their individual needs. An effective key person system supports children well. Babies' routines and needs, such as dietary requirements, are discussed with parents on entry and then at regular intervals. Staff ensure parents' wishes are met. The nursery staff use daily diary books for babies and the younger children. These are a two way process where staff and parents write and share information about their child. Staff are caring and responsive to children's care needs. They offer sensitive care when babies are being settled to sleep, bottle-fed or having their nappies changed.

All staff are involved in teaching children how to adopt safe practices and liaising with parents each day to ensure there is consistent care. Staff are good role models. Good supervision of the children and effective behaviour management systems ensure children know right from wrong. Children behave well and form positive relationships with each other and staff. They learn to share and take turns, and staff calmly support children in learning how to keep themselves safe - reinforcing that children need to sit on their chairs and not stand. Children's health is well supported through offering healthy and nutritious snacks and meals and through encouraging the children in good hygiene routines. Babies are offered food and drinks in accordance with parents wishes. Staff sit with the children at snack and mealtimes to provide encouragement and supervision. Water is available for the children throughout the day to ensure they are not thirsty.

Children enjoy the social interaction as they sit and eat together. They learn about

personal health through regular hand washing and discussions. Children enjoy being outside, Their develop physical skills through use of the setting's outside play areas and occasional use of the school grounds. However, added resources for physical play in the outside areas would further enhance children's experiences. Group times in the pre-school are used well. Children take an active part and talk about any news they may have to share.

Staff liaise well with local schools for children about to start school to help prepare them for the move to school. Children know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them, prepares them well for future life and entry to school.

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

Children are safeguarded well, because the nursery and pre-school's leadership and management are well organised and prioritise safety. Clear procedures are in place for recruitment and vetting of staff, which ensures all adults working with children are cleared as suitable to do so. Staff are supported well to ensure they all know their roles and responsibilities concerning child protection. All staff take responsibility, and use thorough risk assessments to ensure children's health and safety in the rooms as well as outside. One of the setting's strengths is how well the staff team work together. The owner and manager have high aspirations for quality. Regular meetings with staff ensure that information is shared and that all are included in the decision making, which enhances their practice and has a positive impact on the children. There are good systems in place to monitor and evaluate the setting, to ensure they action areas for development. A comprehensive range of policies and procedures are in place covering all areas of the provision. Children are provided with an inclusive environment and learn about valuing each other's differences. The setting promotes equality and diversity well.

Information is displayed around the setting so that parents and children can feel a good sense of belonging. The partnership between parents, the nursery and pre-school is very good. Parents of babies and children are kept informed about daily routines and the activities they have taken part in through the daily diaries used for each child. Staff take the time each day to talk to parents about their children's day. Parents are very supportive of the staff and appreciate the care and education their children receive. Partnerships with other settings the children attend are very good.

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

Unique reference number	EY423609
Local authority	Isle of Wight
Inspection number	904000
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	68
Name of provider	KNL Childcare Ltd
Date of previous inspection	13/09/2011
Telephone number	01983826186

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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.

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