

# Saint John's Nursery School

St John's Nursery School, Community Hall, 1 Crawford Avenue, Wembley, Middlesex, HA0 2HX

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 29/11/2012 |
| Previous inspection date | 25/10/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| The contribution of the early years provision to the well-being of children            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- Children share a warm and caring relationship with their key person who successfully helps them feel cared for and to settle swiftly.
- Partnerships with parents are strong and staff contribute valuable information about how to continue their children's learning at home.
- Staff ensure that the environment includes ample exciting equipment to cover all the areas of learning, allowing children to follow their interests both indoors and outdoors.

### It is not yet good because

- There is insufficient monitoring of the quality of teaching to ensure that children are making as much progress as possible.
- Staff do not focus the planning on ensuring that every opportunity is used to close the gaps in children's learning, especially for those whose starting points are below what is expected.
- The nursery has not fully developed effective partnerships with other providers to share information and help children make progress.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed activities in the main room, the outside learning environment and talked with the staff and children.
- The inspector held discussions with the registered provider of the provision and the deputy manager.
- The inspector looked at children's assessment records, planning documentation, the provider's action plan and a range of other recruitment documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

### Inspector

Sheila Harrison

## Full Report

### Information about the setting

Saint John's Nursery School registered in 2011 and is run by a private provider. The nursery operates from St John's Community Hall, next to St John's Church in Wembley, within the London Borough of Brent. There is access to a large hall and outdoor play area. The nursery serves children from the local and surrounding community. The nursery is

associated with Wembley Children's Centre.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 19 children aged from nine months to five years on roll. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early education to three-and four-year-old children.

The nursery is open each weekday from 7am to 6pm for 50 weeks of the year. There are a total of seven staff and one volunteer. Three members of the staff are qualified to level 3 and three have a level 2 qualification.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that there are appropriate arrangements in place for the supervision of staff, which includes robust monitoring of the quality of teaching and coaching of staff to improve their personal effectiveness in helping children make as much progress as possible given their starting points.

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

- shape teaching and learning experiences by increasing the emphasis of adult interaction given to support children's spontaneous play and chosen activities throughout the day
- develop further the arrangements for sharing information and partnership working with other providers that children attend in parallel with the nursery, in order to fully support children's learning and development.

### **Inspection judgements**

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

Children are eager to attend and they are making suitable progress towards the early learning goals. Staff encourage parents to complete an 'all about me sheet' and they discuss the children's stage of development during the settling in visits. This helps staff understand each child's stage of development as they start in the nursery, including some useful information on their likes, dislikes and their families.

The key person caring for the babies can describe each child's learning style and how they provide the resources to encourage each child's enthusiasm for learning and for their next stage of learning. For example, they provide small play tents with books inside for those who like to hide. Parents are fully informed of these styles and this helps them to develop their child's learning at home.

Staff looking after the older children are developing an appropriate observational and assessment system. They suitably observe the children's interests and assess their progress across all areas of learning and plan for the next steps in development. The planning system includes offering children interesting toys and equipment for them to initiate their learning, although less attention is given to developing well focused learning activities to build on their play experiences.

The well-resourced environment ensures that equipment is easily available and covers all areas of learning. Staff ensure that there are many kinds of print available, such as books, magazines and scripts in other languages. There are opportunities for children to see and recognise their names and to use writing for a purpose in the role play and construction areas. Staff support children fitting a jigsaw together by helping them match the colours and to complete the task. They sit at the children's level, encouraging them to build towers of interconnecting bricks. Children compare the size of their towers with that of their friends and express much laughter when they knock them down. Staff provide interesting resources for children to develop their imagination on a larger more active scale as they have valuable opportunities to play outside, choosing to go out as they please. However, staff do not fully support and extend child-initiated activities by asking open ended questions to help children develop their skills and confidence to express their own ideas.

Staff use some routine activities to extend a practical task; for example, counting out the numbers of plates needed for snack time. However, staff do not enhance their learning within the routine to help children make as much progress as they can. Staff do not fully help children to listen carefully and concentrate. For example, during circle time a toddler with an interest in drumming disturbs the attention of the older children.

The nursery effectively engages to support children's learning at home. This is a strong aspect of the provision. The manager invites parents to various workshops. A visit from the librarian explains the importance of reading to children and to introduce the 'Bookstart' scheme, providing books for parents to take home and read to their children. Staff support children's learning of English, as they encourage parents to use an English word in tandem with the corresponding word of their home language.

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

The staff's caring practice supports children to arrive happily and enjoy their time at nursery. Children form secure attachments with their key person and this promotes their well-being and helps them feel safe and secure. Staff are attentive to the children, sitting

with them and beginning to help children to negotiate with each other over the equipment. Staff try to distract the younger children from taking toys by offering alternatives, although this is not always successful. Staff provide clear guidance to the children to help them move safely around the premises, as they are reminded to walk rather than run indoors. Young children are learning the self-care routines from the older children. They watch the children bang the taps to turn them on and they follow the actions; this helps their emerging independence.

Children are beginning to learn to respect and tolerate each other's differences. They celebrate traditional festivals and learn about the festivals of their friends and families. Staff bring in their knowledge of their own festivals to help others have a deeper understanding of the celebrations. There are some resources that reflect different cultures which are beginning to help promote a positive cultural identity. Staff are starting to introduce trips into the community, including local shops and places of worship. Children take part in a family day and graduation ceremony at the end of the summer term, which helps children develop a strong sense of belonging.

Staff ensure that children's dietary needs are respected and catered for. They encourage them to try to eat their packed lunch and offer alternatives if children are not interested. Children are developing an adequate understanding about healthy eating. Staff encourage children to eat fruit during the morning snack. The nursery proprietor ran a successful and popular workshop for parents on healthy eating. Following this session, parents have improved the quality of the diet offered to their children in their lunch boxes, thus improving the health of the children. A workshop on dental health has increased the awareness of the value of children's dental hygiene with parents.

Staff talk to other providers of the Early Years Foundation Stage where other children attend, sharing information on the children's day. However, they do not discuss their observations, assessments and plans to promote children's learning in different environments. Children have some chances to prepare for their transition into school, as staff provide the school uniform in the dressing up materials. They invite teachers from local schools to visit, although this is not fully embedded in the practice, as they find it difficult to develop this into a two-way flow of information.

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

The management team work hard to improve the nursery following the last inspection. They have adequately addressed the previous actions and have worked closely with the local authority development worker to help develop the provision to meet the needs of the children. There is an appropriate action plan in place, which is frequently reviewed and updated. Staff understand and implement suitable safeguarding procedures. They maintain children's safety through a range of appropriate risk assessments and daily checks on the premises. They regularly undertake emergency evacuation procedures with the children and reflect on the success of the exercise. Staff have attended in-house training in child protection, health, safety and first aid, giving them confidence to

recognise and report signs that would give rise to concern. They are aware not to use their mobile phones in the setting and signs are displayed banning camera phones to help protect children's welfare. The registered provider has improved the recording of the children's details, including permissions for emergency medical treatment, outings and photographs. Records, such as the accident book, keep parents informed of any minor incident, although these records are not kept confidential from the next parent signing the record. The registered provider has introduced appropriate systems to ensure that staff are suitable to work with children and all adults are checked before working with the children. The records to confirm this are appropriate.

The registered provider has put in place a range of procedures to foster a culture of team work. Management have made suitable progress in ensuring the environment provides enjoyable learning experiences, so children can freely access the toys and equipment and to follow their interests. However, systems to monitor the effectiveness of the challenges for children are not so well developed. Planning is not assessed to ensure it is effective and informs staff of what went well and what could be improved. Any concerns noted in the children's starting points are suitably shared within the staff group. Although narrowing the gaps in children's learning is not effectively acknowledged within the planning. Therefore, staff cannot ensure that children make as much progress as they can. Opportunities for supervision do not currently give sufficient chances for staff to discuss sensitive issues, particularly concerning children's development or practice issues.

The registered provider and staff have made good progress in developing strategies to engage with and provide information for parents, particularly regarding the Early Years Foundation Stage, the provision, staffing and access to their child's developmental records. Parents report that they are very pleased with the nursery and their children are happy. They can see and comment in their child's 'learning journey'. Parents enjoy the parent consultations and the workshops. They describe the one relating to books as very helpful.

### The Childcare Register

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

### 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. 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

|                                   |                          |
|-----------------------------------|--------------------------|
| <b>Unique reference number</b>    | EY438041                 |
| <b>Local authority</b>            | Brent                    |
| <b>Inspection number</b>          | 892406                   |
| <b>Type of provision</b>          | Full-time provision      |
| <b>Registration category</b>      | Childcare - Non-Domestic |
| <b>Age range of children</b>      | 0 - 8                    |
| <b>Total number of places</b>     | 65                       |
| <b>Number of children on roll</b> | 19                       |

|                                    |               |
|------------------------------------|---------------|
| <b>Name of provider</b>            | Maclu Limited |
| <b>Date of previous inspection</b> | 25/10/2012    |
| <b>Telephone number</b>            | 0208 902 7102 |

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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 that are usually their 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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