

Saint John's Nursery School

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

Inspection date

04/12/2013

Previous inspection date

06/06/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff are kind and caring towards the children and have high expectations of them.
- Staff have created a warm welcoming environment for the children, which helps them to feel settled and secure.
- Staff and parents share a strong partnership, which means children receive the support, and guidance they need.
- Effective planning means the children take part in activities that are fun and challenging, which means they make good progress.

It is not yet outstanding because

- Children have access to a good selection of books however; this is limited to standard storybooks. They have less opportunity to engage with books that fire their imagination and interest.

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 observed children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

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 in the London Borough of Brent. There is access to a large hall and outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 34 children in the early years age range on roll. The nursery supports children who speak 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 nine staff who work with the children. Over half of the staff hold a recognised early years qualification to at least a level 2 and above. The manager has Early Years Professional Status.

What the setting needs to do to improve further

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

- develop the range and style of books so children learn about differing styles of writing and literacy

Inspection judgements

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

The children are fully occupied as they play and learn in this busy, happy atmosphere. Their learning and development is enhanced by staff who are enthusiastic and motivated in their roles. Staff build good relationships with the children when they start in the nursery. Children build strong attachments with their key person and make good progress in their learning. Parents support this relationship by the information they give to the staff about their child. Staff record children's starting points, which means they are able to plan to meet their individual learning needs. In addition, the recorded information is used well to manage the care needs of the children. The staff plan a good range of play and learning experiences that excite and challenge the children. Staff deliver activities according to children's needs and interests. They use successful teaching techniques to engage children during play and encourage learning across all areas. For example, staff skilfully link an interest in transport to developing children's understanding of number. Children are encouraged to talk about the bus numbers they observe in the community. Children are also encouraged to talk to their parents about car registration numbers. This means parents are also included in their children's learning experiences.

Resources are of good quality and reflect a diverse local and wider society. For example, 'real' resources in the home corner mean children see words in different languages. The

children can access books as they wish and staff read stories to the children at their request. However the books are limited to stories and do not offer children opportunities to find facts or discover a range of literacy. Staff skilfully ask open-ended questions as the children play encouraging children's thinking and giving them the time and confidence to respond. The outdoor space offers a range of experiences for children to develop their physical agility. Children use their bodies to dig sand, move cars and climb the slide. Natural resources such as logs allow children to balance and gain a sense of direction as they leap from log to log. Children mould and manipulate play dough and use a range of cutters and rollers to develop their hand muscles and coordination. Children confidently try out new ideas and problem solve. For example, they use a tape measure to see how far a building block rolls. Children are delighted as they build a castle and talk about the princess who lives in the castle. Staff use this time as an opportunity to talk about size and measurement with the children. All children, including those learning English as an additional language are developing good communication skills because staff include children in their conversations as they play. Words in children's home languages are prominently displayed for staff to refer to and include in conversations, to aid communication. Children making dough talk about how the dough feels when they add the water and the colours they are using. Detailed assessments are made of children's learning through tracking their progress in detail. This enables staff to see if progress is as expected, or above or below for children's age and stage. Consequently, staff have a thorough knowledge of each child's development and children with special educational needs and/or disabilities are identified early and support packages put in place to ensure that any gaps in their learning are targeted swiftly and effectively. This ensures that all children make good progress given their starting points and gain the necessary skills in readiness for school.

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

The nursery operates an effective key person system and staff demonstrate a secure knowledge of the children and their routines, helping their emotional well-being and this in turn, has a positive impact on their learning. The key person system effectively supports the younger children who confidently look for cuddles when they are feeling tired or upset. Children show a good level of self-care; staff praise the children for washing their hands before snacks and after using the toilet. Staff work closely with parents to support children in potty training and staff provide sensitive care to any children whose clothes need to be changed during the day. During snack time, staff nurture children's independence by giving them choices about where they can sit and helping themselves to the snacks they want to eat. Children's dexterity is developing as they pour milk or water for themselves and staff encourage them in the development of social skills through the quality of their interactions. This is especially important as children become older and prepare to move into school.

Children energetically join in with physical exercise both inside and when playing outside. This provides children with firm foundations for developing a healthy lifestyle. Children enjoy good opportunities to sing and join in with actions songs. They have fun as they play circle games and encourage their friends to join in. Staff are good role models for

children; interactions are purposeful and developmentally appropriate and children's behaviour is good. Children are happy and enthusiastic to join in activities. Staff use positive praise to recognise children's achievements and this further motivates children in their play and learning. Children experience challenges as they balance on logs and are ably supported by the staff, who build their confidence in the knowledge that they are safe. They are learning to negotiate spaces, levels and textures by the variety of natural materials available in the environment. Comprehensive information about children's dietary and health needs is obtained from parents on entry to the nursery. This is used effectively to support children's well-being and safety. The well-organised support provided by staff means children are prepared to make the move to 'big school'. For example staff help children to recognise their own name and develop self-help skills, such as, dressing themselves.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, all of the legally required documents, policies and procedures are in place. This successfully contributes to the safety and welfare of the children. The provider demonstrates a suitable awareness of when they need to notify Ofsted of matters, such as, significant events that may affect the suitability of those caring for children. Staff in the nursery demonstrate a high awareness of safeguarding policies and procedures, helping to ensure children's safety. Staff fully understand how to identify and manage any concerns they may have about a child's welfare, who to inform and the recording process. Staff are very clear about their role in helping to ensure their work colleagues remain suitable to work with the children. They know who to report to in the event of a concern about another member of staff in order to promote children's welfare.

The security of children is maintained and visitors to the nursery are carefully monitored using an entry phone and screen both in the office and main room. This prevents children leaving unsupervised and any unauthorised visitors entering and ensures they remain safe while in the nursery. Risk assessments are detailed and include all the areas that children access, to ensure that they can play safely and freely. There are clear systems in place to ensure that children are always cared for by suitable adults; recruitment and induction are robust. Effective and well-established performance management means staff are supported well in improving their skills, knowledge and practice. The manager works closely with the local authority to establish clear routes of support for all staff. This means they remain motivated and are able to promote children's learning and development effectively. Staff meet regularly to review policies and key persons discuss children's progress and ensure that planning meets the children's needs and their next steps in their learning. Staff working with the younger children complete the progress report for children aged between two and three years. This is suitably shared with parents so that they have the opportunity to be fully included in their children's learning and development. The quality of teaching is monitored regularly by the manager to ensure that it has a positive impact on children's development.

Self-evaluation is ongoing. The manager and staff work together to make changes in the nursery, such as developing informative coffee morning for parents and the addition of continual access to the garden. This has resulted in changes across the nursery to benefit all the children. This also shows a commitment to continual ongoing improvement. Good relationships with partners and external agencies ensure that appropriate support for all children is accessed and gaps in children's knowledge and skills are well targeted to ensure that all of them make good progress from their starting points. Thorough action planning identifies areas for improvement. Recommendations from the last inspection have been effectively addressed, which demonstrates a good commitment to continuous improvement. Relationships with parents are strong and well developed. Parents comment about the positive impact coming to the nursery has had on their children's development. Parents in particular comment about the support they receive from staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY438041
Local authority	Brent
Inspection number	942317
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	34
Name of provider	Maclu Limited
Date of previous inspection	06/06/2013
Telephone number	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, 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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