

# St. Michael's Nursery

John Keble Anglican Church Primary School, Crownhill Road, London, NW10 4DR

## Inspection date

15/09/2014

Previous inspection date

13/07/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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How well the early years provision meets the needs of the range of children who attend	2
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## The quality and standards of the early years provision

### This provision is good

- Children build strong positive relationships with the staff and one another. Consequently, children feel safe and secure in the nursery.
- The bright and stimulating environment allows children to move and play freely indoors and outdoors with a range of resources to support all areas of their learning and development.
- Effective safeguarding measures are in place to ensure that children are kept safe from harm.
- Good quality teaching alongside a good mix of child-initiated and adult-led activities ensure that children make good progress in the nursery.
- A strong leadership and management team understand the strengths and weaknesses of the setting and prioritise areas for improvement regularly.

### It is not yet outstanding because

- Children are not always able to follow their own interests during planned activities in the nursery.
- There are fewer natural materials and resources to support children to learn about the environment.

## 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 staff and children's interactions indoors and outdoors.
- The inspector discussed and sampled the nurseries policies and procedures and children's development records.
- The inspector met with the provider and manager and discussed their process of self-evaluation.
- The inspector spoke to parents, staff and children during the inspection.
- The inspector carried out a joint observation with the manager.

## Inspector

Vanessa Brown

## Full report

### Information about the setting

St. Michael's Nursery is privately owned and is one of four nurseries operated by the provider, all in the London borough of Brent. It registered in September 2005 and operates from two rooms in a purpose-built building situated on the site of John Keeble Primary School. The nursery is open each weekday from 8am to 6pm throughout the year. All children share access to an enclosed outdoor play area. Currently, there are 74 children on roll aged from one to five years. The nursery receives funding for the provision of free early education for children aged two-, three-, and four-years-old. The nursery currently supports children with special educational needs and children who speak English as an additional language. The nursery employs 13 staff including a cook, which includes one member of staff who holds a childcare degree and the manager has a childcare qualification at level 4. Over half the remainder of the staff hold appropriate childcare qualifications. The London Borough of Brent early years team support the nursery.

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

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

- enhance learning opportunities by supporting children to follow their own interests during planned activities
- develop the use of natural materials and equipment inside and outside, to extend children's opportunities to learn about the environment.

### Inspection judgements

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

Children enter this warm and welcoming environment and settle well. This is because staff work with parents to understand the needs and interests of individual children so that they feel supported to learn and develop. Staff enthusiastically engage children in a range of activities that motivate and excite them. They stimulate and challenge children in their play through a good mix of adult-led and child-initiated activities. Good quality teaching and strong staff communication skills ensure that children make good progress in the nursery. A good range of activities and resources supports children in all areas of learning and development. However, there are few natural materials and resources in the nursery for children to learn about the environment around them. As a result, children's understanding of similarities and differences of objects and materials in their immediate environment and wider world is not fully enhanced

Staff assess children's starting points during their settling-in sessions and in the first six

weeks of being in the nursery. Staff build on their assessments by using information based on children's interests to plan activities that support the next stage of their development. Staff share information on children's development regularly with parents during parents' evenings and through verbal daily feedback. Parents receive activities for children to take home, which is tailored to their child's individual needs. Parents comment that this helps children's home learning.

Children take part in circle time activities and develop in confidence and in their communication skills, as they talk in front of their friends and the staff about how they are feeling. Staff supported children's communication and language skills as they sang songs with repetition and skilfully left gaps for the children to add the words. Staff read a familiar story and toddlers sat and listened well. They learnt how to take turns by lifting the flaps and turning the pages. Staff supported their concentration skills by pointing at the images, using animated voices, animal sounds and using soft toy animals that appeared in the book. However, some children became restless and the staff do not always give children the chance to follow their own interests.

Toddlers confidently explore this stimulating environment and staff support them with climbing and jumping, which enhances their physical development. Toddlers count as they jump and staff sing songs. Children explore the outdoor and indoor environment freely as the doors to outside are open throughout the day. The nursery recognises the different ways children learn and consequently, children who learn best outdoors are able to take advantage of this. Children enjoy playing with the sand and the water outside. They poured, scooped and measured and children were encouraged to think about why some things float or sink. Children have fun playing with their friends and learn to share and take turns with the resources. Consequently, this supports them to be independent learners and to start to problem solve for themselves.

Children have lots of opportunities to develop their confidence and independence in preparation to going to school. All children join in with circle times, which helps them learn to sit and listen and also to follow instructions. The use of focused activities support children's learning and prepares them for when they go to school. Children learn French as they learn to count and start to recognise the letters in their names. Children have frequent different opportunities for mark-making, which supports their handwriting skills ready for school. Children have transition visits to schools to meet the teachers. Staff discuss going to school with the children during circle time and through reading books.

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

Children are happy and settled in this comfortable and friendly nursery. They build strong attachments with the staff and with other children in the nursery. This supports children's personal, social and emotional development as they feel safe and secure. All areas indoors and outdoors provide a bright and stimulating environment for children to learn. Staff display photographs of children and their work on the walls, which shows that staff value children's achievements. This provides a strong sense of belonging for the children. Staff use low-level storage and provide easily accessible resources, which allows children to

become independent and to make choices in their play.

Staff are positive role models to children and encourage them to be polite, kind and helpful. As a result, children are well behaved, challenged and motivated. Staff praise all of children's achievements however small. This encourages children to be keen to please and to offer help to the staff and to their friends. Children understand the need to share and to take turns as they play in the water and offer toys to their friends. This helps children develop an understanding of working together, responsibility and develops their self-esteem when playing with their peers.

The outdoor area is extensive with a wide range of toys for children to develop their physical skills. Children learn to climb, pedal and balance in a safe and stimulating environment. Toddlers have ample space to explore and show confidence as they move around and choose their favourite toys.

Staff promote children's understanding of personal hygiene and self-care skills. Children are reminded to wash their hands before mealtimes and after using the toilet. Staff provide children with healthy meals and snacks throughout the day. They eat fresh fruit and breadsticks for snack and choose from pasta, fish, vegetables, rice and salad for lunch. Children choose from water or milk to drink. Children sit together with staff, talk about healthy foods and build friendships. This supports children's communication, language and personal, social and emotional skills. Children have opportunities to serve themselves and are encouraged to eat their vegetables and to feed themselves. Staff have appropriate first-aid training and are deployed effectively to be able to deal with any accidents in the nursery.

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

The leadership and management team have a strong understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. They provide a secure and well-resourced environment to support children's development, safety and well-being.

Effective policies and procedures are in place and are shared with parents. There is a designated person responsible for safeguarding in the nursery and all staff attend safeguarding training regularly. This is because the management team understand the importance of refreshing staff's knowledge of the procedures to keep children safe.

Staff confidently explain the signs and symptoms they watch out for in order to safeguard children. They demonstrate a good understanding of the procedures to follow if they have concerns about a child and also the procedures if they had concerns about the behaviour of another member of staff.

Documentation and records are well maintained and easily accessible. There are good recruitment and induction procedures in place as well as ongoing supervision, appraisal

and training opportunities for all staff. For example, staff are currently being assessed and supported by management to move onto the next level of their childcare qualification and they attend regular training identified during supervision meetings. This helps to ensure that staff continue to be suitable to work with children. Staff are deployed effectively throughout the day and ratios are strictly adhered to support children's needs and ensure their safety.

Management and staff ensure that the premises are safe and well maintained. Staff follow daily risk assessment checks every morning and evening as well as doing ongoing checks throughout the day. They are vigilant in ensuring the environment both indoors and outdoors is safe and secure. Separate risk assessments for all areas of the premises as well as for activities and resources ensure that children are kept safe. An effective security system supported by staff supervision ensures that children are safe and not able to leave the premises without a parent. Visitors' identification is checked thoroughly.

Staff use effective observations and planning to support children to make good progress and move on to their next stage of learning. The management and staff review children's progress regularly to ensure staff meet individual needs and follow children's interests. Staff share information daily with parents as well as during parents' evenings. Parents are consulted on the nursery provision and there is an open-door policy so that they are able to speak to management and staff about any concerns they may have.

Secure partnerships are in place with other agencies to gain additional support children for children when needed. The management team use local authority reports and action plans as well as actions and recommendations from inspections at other nurseries that they own to ensure they comply with the requirements of the Early Years Foundation stage. They consider staff and parents views, which helps them, reflect on and evaluate their practice. Good partnerships with parents are in place and they make many positive comments about the nursery. These include that they are happy with the progress their child is making, how happy and settled the children are in the nursery and that the staff are very warm and friendly with the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY307897
<b>Local authority</b>	Brent
<b>Inspection number</b>	989107
<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>	48
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Learning Tree Nursery Limited T/A St Michaels Nursery
<b>Date of previous inspection</b>	13/07/2010
<b>Telephone number</b>	020 8963 0729

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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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