

St Mary's Nursery School

Chapel Green, Queen's Road, Crowborough, East Sussex, TN6 2LB



Inspection date

27 February 2015

Previous inspection date

17 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The well-qualified staffing team has a secure knowledge of the Early Years Foundation Stage and offers a wide range of activities to challenge children. Therefore, children make good progress in their learning and development due to effective teaching.
- The staff and committee work extremely well together and show a clear commitment to ongoing self-evaluation.
- Staff demonstrate effective partnership working with parents and other agencies which supports children's development well.
- Staff promote a healthy lifestyle by free flow access to a well-resourced outdoor area and by providing and talking about healthy foods.
- Children remain safe because staff demonstrate a clear understanding of safeguarding procedures and children are aware of boundaries within the setting.

It is not yet outstanding because:

- Staff do not always ensure that the younger children are aware of the range of resources available for self-selection. This does not fully encourage them to take the lead in their play experiences.
- Children do not always access the book area during child initiated play to support their literacy development, as it is not fully inviting.

What the setting needs to do to improve further

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

- enhance children's interest in books and print further by making the current book area more cosy and inviting
- ensure that all children, especially those new to the setting, are familiar with the range of resources available for self-selection.

Inspection activities

- The inspector held discussions with the nominated person, staff, parents and children.
- The inspector looked at a sample of children's observation folders and spoke to the key person.
- The inspector carried out a joint observation with the supervisor.
- The inspector observed activities and interactions indoors and outdoors.
- The inspector looked at the fire drill and risk assessments and a sample of policies and staff records.

Inspector

Caroline Gibbons

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a wide range of stimulating resources and activities, inside and outdoors, which encourage children to be actively involved in play and exploration. Staff extend children's interests in the natural world, for example, when investigating the mini beasts and frozen water outdoors. Staff support children who speak English as an additional language with print from their home language as well as dual language books. Staff complete regular observations on their key children and use these to complete assessments in their learning journals which they share with parents. Children's key persons highlight next steps in learning on a weekly basis and are included in the plan for the following week. Staff build on children's interests, for example, extending the water play activity to accommodate all children. Also, staff encourage children's independent thinking skills, for example, when planning the underwater picture for the display board and when staff initiate role play scenarios. Staff ask open questions which encourage children's thinking skills and use new vocabulary which supports children's language development.

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

Staff are good role models for the children. They use appropriate language to reaffirm boundaries and risk taking and give praise for turn taking and reaching new milestones. Therefore, children's self-esteem is high. The friendly staff team works closely together and this supports good relationships between the children. Staff help children to become independent by self-registering on arrival and at snack time and by showing a clear understanding of when to observe play and when to join in. Staff support children well to settle in to the setting and support them as they move on to school by maintaining close links with the local reception class.

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

The new management team has worked hard to ensure that all policies and procedures are in place and that staff have a clear understanding of safeguarding. They use self-evaluation effectively and include parental feedback. The management team meets every six weeks to ensure effective leadership and there is an ongoing improvement plan. This enables them to effectively target areas for development and to improve the outcomes for children. The management team has good recruitment processes in place. This includes undertaking suitability checks and using a clear interview and induction process. Managers support staff development well by regular documented supervision sessions and annual appraisals.

Setting details

Unique reference number	109512
Local authority	East Sussex
Inspection number	813363
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	33
Name of provider	St Mary's Nursery School Committee
Date of previous inspection	17 May 2010
Telephone number	01892 611721

St Marys Nursery School operates from a mobile classroom on the school premises which is located at Chapel Green. It opens Monday to Friday from 8.45am until 3.30pm during term time. There are five members of staff who work with the children, all of whom hold a relevant early years qualification.

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