

St John's Nursery and Pre-School



Carter Street, SANDOWN, Isle of Wight, PO36 8BL

Inspection date 12 May 2015
Previous inspection date 4 May 2011

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

- Children thoroughly enjoy their time at nursery and are seen running eagerly into the building at the start of the day. One three-year old child summarised the view of others by saying, 'I've had a really fun day today' when he left to go home.
- Staff form very close relationships with the children and know their individual needs well. Children are quickly comforted by staff and there is a very homely and caring atmosphere in all rooms.
- All children make good progress in their learning and development. Staff are skilled in providing challenging and interesting activities both inside and outside. As a result, children enjoy their learning and develop the skills they need ready to start school.
- The quality of teaching is good in all nursery rooms. Staff make full use of every day experiences to extend children's knowledge, understanding and skills.
- The nursery owner leads a strong team of dedicated staff. Since the last inspection, the nursery has grown considerably in size and changed premises. Yet, under the effective leadership and management, the quality of care and support for children's learning has not been compromised and parents are very happy with how settled their children are.

It is not yet outstanding because:

- During large group activities in the pre-school room, staff do not always ensure children who speak English as an additional language are as fully involved as they could be.
- Staff do not always review their own practice to ensure they are providing good or better standards of care. Systems for measuring the nursery's performance and recognising development points are still in the early stages of implementation.

What the setting needs to do to improve further

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

- develop the systems for making improvements within the nursery and pre-school by: 1) introducing a procedure to help staff monitor each other's performance and ensure consistently good or better practice, and 2) embedding the process of self-evaluation to recognise where further improvements can be made
- improve staff deployment during large group activity times in the pre-school to support the learning and communication skills of children with English as an additional language.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, both inside and outside.
- The inspector talked to staff about how they plan for each child's learning needs and the rates of progress all children make.
- The inspector talked to the nursery and pre-school's owner to gather information about how she monitors the quality of practice and identifies what improvements are needed.
- The inspector talked to children and parents and gathered their views about the nursery and pre-school.
- The inspector looked at a range of documents, including confirmation that staff have been checked and cleared to work with children, first aid certificates, improvement plans and safeguarding records.
- The inspector carried out a joint observation with the deputy manager to assess the quality of teaching.
- The inspector made checks to confirm the nursery and pre-school is ready to start caring for children aged under two years.

Inspector

Jo Caswell HMI

Inspection findings

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

The provision to support children's learning and development is good. Staff are skilled in building on children's interests and imagination to extend their knowledge. They encourage children to think things through and to solve their own problems. For example, a group of three-year old boys were discussing Thomas the Tank Engine trains with a staff member and could not remember one of the names of the trains. Good quality teaching during this spontaneous activity enabled the children to carefully consider how they could find out the name of the train. After some thought one boy suggested looking it up in a story book, showing well-developed reasoning skills. Older children develop a good range of skills to help them to become ready for starting school. During group times, children listen well and concentrate on adult-led activities. They join in enthusiastically with songs and rhymes and practise counting and simple calculation. However, during these group activities, the support for children who speak English as an additional language is not always as good. Staff do not consistently position themselves to make sure these children are as well engaged as the others.

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

Children form very close relationships with the staff who look after them each day. The daily routine encourages children to make their own choices, become confident, take turns, listen well and share their ideas. Staff have adapted the lunch time routine for the pre-school children to help them become more independent in preparation for starting school. Younger children share and cooperate well during their play. They talk about their friends and receive plenty of cuddles and reassurance from the staff. As a result, children are emotionally secure and settle into the nursery environment quickly.

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

The nursery owner has high expectations of the children and her staff. Training is given high priority and staff complete specialist courses in order to support children's individual needs. For example, some staff are trained in using visual signs to communicate with children who have limited verbal communication. Staff who are less confident in managing children's behaviour have developed their skills through relevant training and courses. As a result, the quality of teaching and support for children's personal needs is good. All staff have a very secure knowledge of how to keep children safe and understand their responsibilities in protecting children's welfare. Supervision sessions are used well to ensure all children make progress in their learning and development and any needs are identified at an early stage. Although leaders and managers confidently recognise what improvements are needed in the nursery, the process of self-evaluation is still in the early stages. Equally, staff do not always reflect on their practice with each other and recognise how they could further improve their skills and quality of teaching. Partnerships with other agencies who support children, such as speech and language and portage are very good. Links with schools in the town are also good.

Setting details

Unique reference number	EY419751
Local authority	Isle of Wight
Inspection number	1013587
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	111
Number of children on roll	107
Name of provider	Claire Regan
Date of previous inspection	4 May 2011
Telephone number	01983409696

St John's Nursery and Pre-School was established in 1997. It re-registered in 2010 due to a change in ownership status. In 2014, the setting expanded its provision and now operates from the former St John's Church of England Primary School building in Sandown on the Isle of Wight. It provides care for children aged from birth to five years. There are extensive outside facilities with designated play spaces for each age group of children. The nursery and pre-school opens five days a week during school term times only. Sessions run on Monday to Friday, from 9.00am to 3.00pm. Children may attend for a variety of sessions. There are currently 107 children on roll. The nursery and pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The owner works in the setting as the daily manager. A team of 12 staff work with the children. All staff are qualified in early years. One member of staff is qualified to National Vocational Qualification (NVQ) level 4.

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