

# Saint Panteleimon Nursery School



Greek Orthodox Church of St. Panteleimon, 660 Kenton Road, HARROW, Middlesex, HA3 9QN

## Inspection date

16 July 2015

Previous inspection date

25 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Although the manager has suitable arrangements for supervising staff and identifying some training opportunities, she does not effectively monitor the quality of staff interactions with children. As a result, teaching practices are variable at times.
- Some staff do not effectively engage all children through quality interactions to extend learning further. Therefore, they do not always challenge children to reach their full learning potential.
- Staff miss opportunities to extend children's interest in books by making them easily accessible in all rooms and providing a wide variety of choice.

### It has the following strengths

- Staff effectively support children who are learning to speak English as an additional language by using a range of strategies to encourage communication.
- The manager monitors children's progress and staff sufficiently plan future learning opportunities. Therefore, children make suitable progress.
- Staff establish suitable partnerships with parents, which helps to promote children's emotional well-being.
- Children benefit from taking part in a range of activities to promote their independence skills. This effectively prepares them for their future learning.
- Staff provide a safe environment for children. They closely supervise children to keep them safe, particularly during drop-off and collection times.

## What the setting needs to do to improve further

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

- develop teaching practices to ensure all staff understand their role in providing quality interactions to consistently extend children's learning experiences
- review the process for monitoring staff performance to help identify areas for development and improve overall teaching practices.

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

- improve the range of books children access and their availability throughout the learning environment to extend children's early literacy skills.

### Inspection activities

- The inspector observed children taking part in activities.
- The inspector spoke to staff and observed their practice in delivering teaching.
- The inspector carried out a joint observation with the manager.
- The inspector interviewed the manager and the deputy.
- The inspector sampled relevant documentation, including staff qualifications, suitability checks and required records relating to accidents and medication.

### Inspector

Jennifer Fuller and Sue Mann

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff suitably plan the nursery environment to allow children to be physically active as well as to have some quiet time. However, staff interaction with children is not always consistent and some staff often miss opportunities to extend children's thinking and learning. Despite this, staff suitably extend activities to help children to learn about the community. For example, following a recent outing, staff supported children to create models of local buildings to develop their awareness of their surroundings. Staff provide opportunities for children to see written words and labels in their environment. Therefore, older children learn to recognise words and letters. However, staff do not always offer a suitable range of books for children to read, which they can freely access across the nursery to extend their early reading skills.

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

Staff effectively build secure relationships with children. Consequently, children are happy and confident to explore. Children develop good independence skills, particularly during snack time when they learn to prepare fruit and serve themselves. Staff offer children a range of healthy snacks and opportunities for exercise to promote their physical health. Furthermore, staff manage the personal care needs of young children effectively, such as regular nappy changing procedures, and ensure their privacy. Staff invite children to visit the nursery before they start and they carry out a further visit to children in their homes. These opportunities help to build positive relationships. Staff effectively support children to develop an awareness of their own personal safety during everyday routines, such as managing outside steps. Staff have a secure understanding of assessing risks and provide a safe environment for children. They use a range of communication methods, including the sharing of relevant policies, to inform parents about their children's individual care needs.

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

The manager has a suitable understanding of the Early Years Foundation Stage and has addressed previous recommendations from the last inspection. She evaluates the quality of the provision to continue to drive forward improvement. For example, she regularly reviews and updates policies with staff. Staff receive regular training and supervision, but due to the inconsistencies in teaching, the current processes for monitoring staff practices are not fully effective. The manager conducts vetting and recruitment procedures to ensure all staff are suitable and qualified. Staff have a clear understanding of child protection matters and what to do if they have a concern about a child or a member of staff. Staff work with early years advisors to develop practice and have made links with local schools to support children when they move on in their learning.

## Setting details

<b>Unique reference number</b>	EY406438
<b>Local authority</b>	Harrow
<b>Inspection number</b>	831477
<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>	55
<b>Number of children on roll</b>	110
<b>Name of provider</b>	St.Panteleimon Educational Services LTD
<b>Date of previous inspection</b>	25 May 2010
<b>Telephone number</b>	07930834240

St Panteleimon Nursery School registered in 2010. The nursery operates from a first floor building in Kenton, within the London Borough of Harrow. It is open from 8am to 5pm Monday to Friday, term time only. The provider employs 19 members of staff including the manager. The manager is a qualified nursery teacher, who has both a Master's degree in Special Education and Inclusion and Early years professional Status. All other staff hold appropriate early years qualifications.

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