

# St. Sebastians Nursery Class



United Reformed Church, Hollins Lane, Marple Bridge, Stockport, Cheshire, SK6 5BB

<b>Inspection date</b>	16 July 2015
Previous inspection date	11 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The manager and staff team have worked incredibly hard to improve the nursery and address the action and recommendation raised at the last inspection. Leadership is inspirational and creates an extremely positive ethos within the nursery.
- All children's individual learning needs are exceptionally well met. Staff accurately observe and assess children, in order to plan sharply focused activities for the next steps in their learning. This means that they make rapid progress from their starting points in all areas of learning.
- Staff provide children with a rich, stimulating and exciting learning environment, both indoors and outdoors. Children benefit from an extensive range of high-quality resources that effectively promote all seven areas of learning. As a result, children are self-confident, interested and motivated, and develop extremely positive attitudes towards learning.
- Highly qualified staff are superb role models and act as excellent mentors to those staff who are less experienced. This has an extremely positive impact on staff's practice and the quality of interaction to support children's learning throughout the nursery.
- Partnerships with parents, other early years providers and external professionals are exemplary and make a significant contribution to meeting the needs of all children. Arrangements for supporting children as they move from home to nursery and on to the next stage in their learning are exceedingly well organised. As a result, continuity of care and learning is promoted exceptionally well.

## What the setting needs to do to improve further

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

- continue to enhance the excellent knowledge and skills of staff even further, in order to build on the already outstanding practice and to continue to improve learning outcomes for all children.

### Inspection activities

- The inspector carried out a tour of the premises and outdoor environment with the manager.
- The inspector observed children's activities in the indoor and outdoor environment.
- The inspector carried out a joint observation of an adult-led activity with the manager.
- The inspector held a meeting with the manager and talked to staff and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records and evidence of the suitability of all staff and committee members.
- The inspector checked evidence of staff's qualifications.
- The inspector discussed arrangements for self-evaluation with the manager.
- The inspector took account of the views of several parents spoken to on the day of the inspection and from written feedback questionnaires obtained by staff.

### Inspector

Julie S Kelly

## Inspection findings

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

Teaching across the nursery is very strong and staff use their expertise and knowledge of how children learn to provide an outstanding range of learning opportunities. Children who speak English as an additional language are exceptionally well supported because staff learn, and use, key phrases in their home language to support their understanding of English. The extremely skilful use of signs, symbols and gestures is particularly effective in supporting children's communication and language skills. As a result, children make excellent progress in this area of learning. This includes children who have speech and language difficulties and those with special educational needs and/or disabilities. Furthermore, many children achieve beyond the expected levels of development in this area. Children gain excellent skills for future learning as they ask and answer questions, develop problem-solving skills and learn to socialise. They demonstrate their thinking skills, as they discuss what could have happened to cause a hole in the window. For example, they say, 'A bird could have flown into it or maybe there was a monster'.

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

The key-person system is highly effective. Children form very close emotional attachments and develop strong relationships, which has an extremely positive impact on their sense of self-esteem and feelings of emotional security. Staff provide children with clear and consistent boundaries to promote positive behaviour. They teach children to listen, tell the truth, be gentle and play safely. Consequently, children's behaviour is excellent. Children demonstrate a mature understanding of the needs of others and are kind and caring towards each other. For example, when children play a game of throwing a beanbag into a bucket, they instinctively move the bucket nearer to children who find the task difficult. Children learn about the importance of adopting a healthy lifestyle through topic work and precise teaching. As a result, children's well-being is promoted extremely well.

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

The manager and staff have an excellent understanding of their responsibility to safeguard children. Detailed policies and procedures are known and understood by all staff and successfully translated into practice. Consequently, children are kept extremely safe and consistently protected from harm. The manager checks the progress of all children attending the nursery to swiftly identify gaps in their learning. As a result, all children are encouraged to make the best possible progress and the achievement gap is rapidly narrowing. Furthermore, children who require additional support from external professionals are extremely well supported. Highly effective arrangements for supervisions and checking staff's performance leads to outstanding practice throughout the nursery. The innovative and inspirational leadership of the manager means that all staff have excellent opportunities to further their professional development. The manager recognises that the continual development of staff's knowledge and skills is essential, in order to continue to improve the quality of teaching and learning.

## Setting details

<b>Unique reference number</b>	307185
<b>Local authority</b>	Stockport
<b>Inspection number</b>	1009577
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of provider</b>	St Sebastians Pre-School Committee
<b>Date of previous inspection</b>	11 March 2015
<b>Telephone number</b>	07909770614 *01614278208

St. Sebastian's Nursery Class has been registered since 1992. It operates from 9am to 3pm, Monday to Friday, during school term time only. There are seven members of staff employed who work directly with the children. Of these, three hold recognised childcare qualifications at level 3 and one at level 6. The manager holds Early Years Professional status and one member of staff holds Qualified Teacher Status. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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