

# St Anne Line Catholic Nursery



St. Anne Line Catholic Infant School, Wickhay, Basildon, Essex, SS15 5AF

<b>Inspection date</b>	28 September 2015
Previous inspection date	14 September 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The nursery management team and staff have built strong partnerships with parents. Parents are actively involved in their children's learning and speak very highly about the nursery and staff.
- Children are able to play with a broad variety of activities that are interesting, challenging and motivate them in meaningful learning.
- Children who speak English as an additional language, disabled children and those with special educational needs are very well supported. The nursery has built close working relationships with professionals and external agencies. They agree together the most beneficial ways to support and meet the needs of each child.
- Staff use precise observations, planning and assessments to support children's next steps in learning. All children make good progress from their starting points.
- Children are fully prepared for their next steps in learning and the move on to school. Their development and achievements are effectively shared with schools.

### It is not yet outstanding because:

- Occasionally, staff do not interact appropriately to extend children's learning.
- Staff do not always actively seek children's thoughts and ideas on activities. When planning learning experiences children's opinions are not always fully incorporated.

## What the setting needs to do to improve further

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

- provide even more opportunities to strengthen interactions between staff and children
- encourage children to share their views on their learning experiences and consider their opinions when planning activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, evidence of the suitability of staff working in the nursery and children's learning journeys.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The nursery has an effective programme of professional development for all staff. The manager identifies the training needs of staff through observation and supervision. Well-qualified staff undertake regular training to update and extend their knowledge and skills. This has a positive impact on outcomes for children. The nursery team plans a detailed programme of activities to meet each child's needs. The arrangements for safeguarding are effective. All staff are aware of the procedures to follow if they have any concerns about children's well-being, which supports children's safety and welfare. The manager is proactive in her drive to continually develop and improve the nursery. The management team, committee and all members of staff continually reflect on their practice and use self-evaluation effectively. This supports a development plan that targets areas for improvement. However, staff do not always encourage children to share their views and opinions on activities. Subsequently, children's views are not always incorporated in the planning of their learning experiences.

### Quality of teaching, learning and assessment is good

Staff are well qualified and support parents in understanding how their children learn through play. The newly established sensory room is used effectively for children who benefit from a quiet and calm area. The quality of teaching is good. Children go on outings to learn about the community around them. This includes visiting the local church and taking part in story sessions. Children enjoy taking part in craft activities, learning how to make their own paint from crushing chalk and mixing in water. Senior staff are actively involved in the nursery rooms to demonstrate good practice, in order to model and strengthen the quality of teaching. However, on occasion, staff do not always interact appropriately to extend children's learning experiences.

### Personal development, behaviour and welfare are good

The key-person system is effective and children develop close relationships with staff. Children are confident and are taught to share their achievements. For example, the nursery uses a reward scheme called the Busy Bee board where all children's names are displayed. When a child has achieved a particular target their name is moved from the beehive to that target. Children settle quickly into nursery and become emotionally prepared for the next stages in learning. This promotes their readiness for moving on to school. Children demonstrate good levels of independence and learn to manage their own personal hygiene. Their behaviour is excellent, as the staff clearly explain the nursery rules. Staff teach the children about keeping safe and children are encouraged to identify and manage their own risks. This is supported through the children actively participating in risk assessment checks at the beginning of each session. Children are given time to explore and work out problems for themselves. Children learn about each other's cultures.

### Outcomes for children are good

Gaps in children's learning are rapidly identified and targeted plans are put in place to ensure continued progress. Children develop excellent communication and language skills through the wide range of activities and interventions that are available.

## Setting details

<b>Unique reference number</b>	EY337937
<b>Local authority</b>	Essex
<b>Inspection number</b>	862749
<b>Type of provision</b>	Full-time provision
<b>Day care type</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>	73
<b>Name of provider</b>	St Anne Line Infant School Governing Body
<b>Date of previous inspection</b>	14 September 2009
<b>Telephone number</b>	01268 524263

St Anne Line Catholic Nursery was registered in 2009. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language, disabled children and those with special educational needs.

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