

St John's Nursery and Out of School Club



St. Johns C of E First School, Whiteoaks Drive, Bishops Wood, Stafford, Staffordshire, ST19 9AH

Inspection date

14 January 2016

Previous inspection date

11 September 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not make the most of information obtained from observation and assessments to effectively plan activities that motivate and inspire children to learn. Children do not make the best possible progress.
- Managers do not monitor children's overall progress effectively. Activities and experiences do not always challenge or support children's learning well enough to consistently promote their individual learning needs.
- Self-evaluation is not yet effective. Managers do not look closely enough at quality of teaching and the impact this has on children's progress, in order to further improve outcomes for all children.

It has the following strengths

- Children behave well. Staff help them to listen to instructions and respond promptly when they are asked to participate in the routines of the nursery.
- A key-person system is established. Children form close relationships to familiar staff. They are happy, settled and comfortable within the nursery.
- Children quickly become confident and independent. They select what they like to play with and learn to manage their own care needs.
- Partnerships with parents, other providers and professionals are established. Information about children's care needs is particularly well shared to promote continuity between the different settings they attend.

What the setting needs to do to improve further

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

Due Date

- make better use of the information obtained from observations and assessments of children's development to plan and provide more challenging and motivating activities and experiences that meet children's individual learning needs. 04/04/2016

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

- enhance the use of the systems in place to monitor children's overall progress so that children are better supported to make the best possible progress
- strengthen the evaluation of the nursery and look more closely at the quality of teaching and the impact this has on children's attainment, to help improve the outcomes for all children.

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 manager.
- The inspector held a meeting with the manager and nominated person from the committee. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers aspire to improve and have worked hard since the last inspection to raise the overall standard. They have addressed previous actions raised, and many new initiatives to help staff provide better care and education for the children are in place. This has had a positive impact on the quality of the provision to an extent. Managers are working closely with a local authority support officer and have plans in place to further improve. However, managers do not yet use self-evaluation effectively enough. They do not look closely enough at the quality of teaching and the impact this has on children's overall progress, in order to raise the standard to a higher level. Managers have a basic overview of children's overall progress. However, they do not always make the best use of what they know to ensure the educational programme consistently promotes children's individual learning needs. The arrangements for safeguarding are effective. Managers ensure that all staff understand what to do if they have any concerns about a child in their care. This helps to keep children safe.

Quality of teaching, learning and assessment requires improvement

Since the last inspection, newer systems have been implemented to help staff accurately observe and assess children's development. Staff know children well and generally identify the next steps in their learning. However, staff do not always use the information obtained most effectively to plan and provide activities that consistently support, challenge and inspire children to learn. For example, some planned activities are too difficult for younger children so they walk away. Sometimes they are not challenging enough for older children who are keen to do more. Children do not make the best possible progress. The nursery special educational needs coordinator ensures any children who need additional support are promptly helped. Children's communication and language skills are well promoted. Children are given time to think and respond to questioning. They begin to share their ideas and express themselves well. Children learn about people beyond their own immediate experiences. Staff make use of the local community and visitors to the setting to support children's understanding of the wider world.

Personal development, behaviour and welfare require improvement

Children's physical well-being is promoted in many ways. The nursery is safe, secure and welcoming. Children benefit from opportunities to learn about being healthy and keeping themselves safe. For example, they learn to wash their hands before snacks and meals. They are also taught about possible hazards within the environment, and methods to overcome these are discussed. The environment is bright and stimulating. A range of resources are available for the children to use. However, children are not always motivated or interested to take part in a broad range of activities. Children's emotional well-being is suitably fostered. Staff encourage them to play games that promote tolerance and mutual respect. Children negotiate with each other and play well in groups.

Outcomes for children require improvement

Children make steady progress and, in the main, acquire the basic skills they need to be ready for school. However, outcomes for all children are not consistently good enough.

Setting details

Unique reference number	EY308093
Local authority	Staffordshire
Inspection number	1027827
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	15
Number of children on roll	43
Name of provider	St John's Nursery and Out of School Club Committee
Date of previous inspection	11 September 2015
Telephone number	01785 840 318

St John's Nursery and Out Of School Club was registered in 2005. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above and the manager holds level 3. The nursery opens Monday to Friday during term time only. Sessions are from 7.30am until 5.15pm. The nursery provides funded early education for three- and four-year-old children.

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