

# St Thomas' Nursery

St Thomas' CE Primary School, St Thomas' Road, St Annes, FY8 1JN



<b>Inspection date</b>	10 February 2016
Previous inspection date	30 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 leaders are committed and ambitious. They respond to challenging situations with vigour. This includes working tirelessly to rebuild the nursery following a fire. Their great vision is reflected in the high-quality learning environment that they and the staff have created. It creates an extremely strong foundation for the high-quality care and learning they strive to provide for children.
- The key-person system is effective. Children and parents are warmly welcomed and strong bonds have been formed. This helps children to feel safe, settle with ease and gain the confidence to be eager explorers of their world and willing participants in their learning.
- Staff are well qualified and teaching is good, with some aspects outstanding. Staff undertake frequent observations, and in the main accurately assess children's progress. Plans to help children make progress are securely based on their interests. Children are lively learners and making good progress in their learning.
- The nursery is particularly successful at working with other agencies and services to ensure that disabled children, those with special educational needs or complex health needs receive first-class support. The effectiveness of the coordination of such services means that children participate in all aspects of the nursery day.

### It is not yet outstanding because:

- The recently implemented arrangements for checking the accuracy and timeliness of staff's summative assessments for children's learning are not yet fully embedded. This means on the very odd occasion, inconsistencies in children's progress records are not instantly identified to enable the swiftest action to be taken to support each child.
- Greater independent access to the interesting range of technology and ways for children to use these more frequently in their play, has not been fully considered.

## What the setting needs to do to improve further

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

- embed the recently implemented strategies for assessing and analysing the staff's assessments so they robustly identify any inconsistencies and become more highly effective in supporting the swift identification of specific programmes of support for an individual or groups of children
- provide children with even greater opportunities to explore the wide variety of technology available within the nursery.

### Inspection activities

- The inspector viewed activities throughout all areas of the premises and the outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the nominated person/nursery manager and the nursery supervisor. He also discussed the self-evaluation arrangements and plans for future improvement.
- The inspector carried out a joint observation with the nursery supervisor.
- The inspector joined a group of older age children who visited the school for their lunch.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting, and also looked at a range of other documentation including those related to the refurbishment and extension of the premises.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the safeguarding procedures and the steps they need to take to report any concerns they have about the well-being of a child. The premises are well maintained. Staff follow robust risk assessments to underpin children's safety including managing security and supervision efficiently. Safety features, such as a padlocked wooden frame over the pond protects children, yet does not hinder their exploration and enjoyment. A programme for staff supervision and development is implemented. Staff meet regularly and training and ideas are shared to improve the quality of teaching and help build on the existing knowledge and skills of the whole team. Effective leadership with an ambitious vision motivates the staff team well. Plans for ongoing improvement are understood and staff contribute to them. Since the last inspection, the garden has been refurbished.

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

Staff organise group activities very well so that children are suitably challenged and are able to develop their communication skills. Staff know the children well and they confidently discuss their plans for extending children's learning and development. Parents are pleased with the ideas they get to support their child's ongoing learning. One of the ways staff have done this is to support parents to help children to practise their dressing and self-help skills in preparation for starting school in September. The day-to-day quality of teaching is extremely good. Staff are adept at creating imaginative play situations that are irresistible to children, who cannot resist looking, touching and testing what things do. Early writing is encouraged with trays of glitter and feathers. Children explore the way the magnet lifts objects. They excitedly count how many rings are attached. Play is prolonged, purposeful and enjoyed. Outside, children delight in sprinkling powder paint, adding water and making designs with twigs and cars. Staff with unique skills complement the children's experiences. They play a harmonica and African drum, creating irresistible beats. Children cannot help but wiggle and weave their bodies in time to the music. Toddlers gain good physical skills as they flip their play dough pancakes.

### Personal development, behaviour and welfare are good

The nursery is welcoming and children are given plenty of the time, space and choice. Children have plenty of fresh air, exercise and they rest and eat as meets their routines. Children are learning about good hygiene routines and healthy eating habits as part of their daily care. Staff support children's behaviour very well. The skilful use of puppets and inviting children to act out a story about a girl eating a bear's breakfast provides chances to help them explore other's behaviour and its consequences.

### Outcomes for children are good

All children, including disabled children and those with special educational needs or who speak English as an additional language are supported well to make good progress based on their unique starting points. Well-planned support helps them to develop the skills for learning and be ready for the next stage in their learning and significant changes, including starting school.

## Setting details

<b>Unique reference number</b>	309787
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	855219
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Craftdale Limited
<b>Date of previous inspection</b>	30 June 2009
<b>Telephone number</b>	01253 789445

St Thomas' Nursery was registered in 1999. The setting employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3, or 6. The nursery opens 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 cares for a number of disabled children or those with special educational needs. They also care for children who speak English as an additional language.

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