

Saint Panteleimon Nursery School



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

Inspection date 28 June 2016
Previous inspection date 16 July 2015

| | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| 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 requires improvement. It is not yet good because:

- Leaders and managers do not ensure all records linked to staff suitability are readily accessible for inspection. These records do not always capture how they check staff do not live in a household with someone who may not be suitable.
- Leaders and managers are at an early stage of looking more precisely at the progress made by different groups of children to ensure any gaps in learning are identified and addressed more rapidly.

It has the following strengths

- Accurate assessment is in place to promote individual children's progress, including support for those with special educational needs.
- Leaders and staff are good role models, know the children well and interact skilfully with them. Staff have a secure understanding of how to promote children's learning and development well. Parents commend leaders and staff in keeping them informed about their children's care and learning.
- Staff are attentive and use all opportunities during their interactions, to develop children's speech, language and vocabulary. They help children explore their own ideas, encourage thinking and help them recall what they are doing.
- Children develop their physical skills through a wide range of activities both indoors and outside, promoting their health and well-being.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure all information regarding staff suitability is readily available for inspection and information about staff's ongoing suitability is recorded. 29/07/2016

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

- improve the process for tracking and checking the progress of different groups of children so information is used more precisely to identify and address any gaps in learning so all children consistently make the best progress possible.

Inspection activities

- The inspector held discussions with the leadership team and staff at appropriate times during the day.
- The inspector looked at documentation relating to evidence of staff suitability; safeguarding policies and procedures; children's learning and the setting's self-evaluation.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents, staff and children.
- The inspector was accompanied by one of Her Majesty's Inspectors, in a quality assurance role

Inspector

Seema Parmar

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff have been proactive in following the setting's safeguarding procedures to ensure children stay safe and families get the help and support they need from other agencies. Leaders check staff suitability on appointment through an appropriate recruitment process. This includes interviewing applicants, undertaking Disclosure and Barring Service checks and obtaining references. They routinely check staff's ongoing suitability during staff supervision for example, whether there have been any changes to their circumstances that may affect this. However, leaders recognise that they have omitted to record this information and have already started to review their procedures. Leaders and managers have taken effective action to address the areas for improvement in learning and development identified at the last inspection, for example they have helped staff improve their practice. They are beginning to monitor and track the progress of different groups of children to identify gaps in learning and take prompt action to close these so all children make even better progress.

Quality of teaching, learning and assessment is good

Children enthusiastically explore the stimulating environment and wide range of exciting and challenging activities. Activities capture their interest and staff extend their learning well. Staff skilfully weave all areas of learning in activities. For example, in the physical exploratory room, a group of children engage in an energetic game of matching, sorting and counting cones developing their mathematical skills. Children also learn to listen and develop their comprehension skills, as staff explain the rules of the game. In another activity, staff use blind folds to encourage children to use their senses to describe what they are holding. Children show a love for books, which they look at independently. They also enjoy listening to staff who tell stories using animated tones that totally capture their attention.

Personal development, behaviour and welfare are good

Children are extremely well behaved. They make independent choices in their play, share, take turns and show they understand the high expectations set by staff. For example, staff use visual wall displays to reinforce the 'rules of the setting' for the children. These include; good listening, sharing and caring. This supports children's understanding of personal, social and emotional development well and helps them to gain the skills they need to be ready for school.

Outcomes for children are good

All children, including those who speak English as an additional learning make good progress in their learning. They are confident and enthusiastic learners. For example, children go on a 'bug hunt' to explore and investigate the different mini-beasts in the garden and mark these off on their 'bug hunting' fact sheets. Leaders use additional funding well. For example, they help staff make the most of learning opportunities for eligible children, who prefer to play outdoors.

Setting details

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| Unique reference number | EY406438 |
| Local authority | Harrow |
| Inspection number | 1051498 |
| 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 | 0 - 8 |
| Total number of places | 55 |
| Number of children on roll | 104 |
| Name of registered person | St.Panteleimon Educational Services LTD |
| Registered person unique reference number | RP529573 |
| Date of previous inspection | 16 July 2015 |
| Telephone number | 07930834240 |

St Panteleimon Nursery School registered in 2010. The nursery operates from a first floor building in Kenton. It is open from 8am to 5pm Monday to Friday, term time only. The provider employs 16 members of staff including an office administrator. The manager is a qualified nursery teacher, who has both a Master's degree in Special Education and Inclusion and Early Years Professional Status. One staff member holds Qualified Teacher Status, nine staff hold appropriate early years qualifications and four staff are unqualified. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and those who speak English as an additional language.

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