

Shrewsbury Cathedral Catholic Nursery

Shrewsbury Cathedral RC School, New Park Road, Shrewsbury, SY1 2SP



Inspection date

7 July 2016

Previous inspection date

14 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 has made good improvements since the last inspection. The management team makes sure that robust systems are in place for checking the suitability of staff and trustees of the provision.
- Relationships with parents, other providers and professionals are strong. Staff share information about each child's next steps in their learning with parents. This helps parents to support their child's continued learning at home and fosters children's ongoing readiness for school.
- The management team seeks the views of parents, children and staff. This helps to identify the strengths and any areas for improvement. The actions are successfully implemented, which makes sure that the outcomes for all children continue to be good.
- Children develop close emotional attachments with staff. Children are aware of the boundaries for behaviour within the nursery, which are effectively monitored by staff. Consequently, children behave well and have a high regard for one another.

It is not yet outstanding because:

- Occasionally, some adult-led activities are not organised well enough to make sure younger children can fully concentrate and become engaged in their learning.
- Staff do not always encourage parents to share information about what their child already knows and can do when they first start at the setting.

What the setting needs to do to improve further

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

- help younger children to become deeply involved in planned activities
- support parents more effectively to share what they know about their child's achievements when children first join the setting, in order to inform the assessments of the starting points for children's learning more accurately from the outset.

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 and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of the staff during the inspection.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Risk assessments are robust. The management makes sure the up-to-date safeguarding policy and procedure is fully implemented by all staff. Consequently, all staff know what to do and who to contact should they have a concern about a child in their care. Staff are provided with regular coaching and one-to-one meetings where they discuss their training needs and any confidential concerns with the manager. The manager and staff work well as a team. This helps to make sure the assessment and planning for the children's next steps in learning have a positive impact on their overall progression over time.

Quality of teaching, learning and assessment is good

Staff make the most of resources available to them to support children's exploration of the world around them. They regularly take children into the wooded areas. Here, children use their investigation skills as they count the rings on trees to identify how old they are. Staff challenge children's thinking about size as they all hold hands round the various trees and record and compare their results. Children's interest in the world is further fostered as they play in the nursery garden. They become engrossed and use their imagination, manipulating tools to mix their own concoctions in the mud kitchen. Staff use a good range of questioning techniques and a running commentary to encourage children's thinking and language skills. During registration time children are supported by staff to communicate in both English and French and demonstrate their skills in signing. Furthermore, children who speak English as an additional language are suitably supported. Staff provide them with opportunities to speak in their home language within the nursery. This enables them to make positive links to the English vocabulary they are learning. These are some of the strategies used by staff to encourage children's confidence and independence skills. This and high levels of praise and engagement foster children's ongoing readiness for school.

Personal development, behaviour and welfare are good

Children have free access to the outdoor play areas throughout the session. Staff talk to them about why we need to be physically active for life. Staff invite visitors, such as the dental nurse to talk to the children about oral health. Children take manageable risks in their play as they use a range of challenging equipment under close supervision of the staff. This and the discussion about nutritious snacks effectively foster children's awareness of a healthy diet and lifestyle.

Outcomes for children are good

Children engage in activities and access a broad range of resources that helps them to gain an awareness of the similarities and differences of others. Their 'can do' attitude to learning is effectively supported through good interactions with the staff. This helps all children to settle quickly into the nursery and helps them to be ready to learn. All children, including those in receipt of funding, make good progress and are well prepared for their eventual move to school.

Setting details

Unique reference number	224194
Local authority	Shropshire
Inspection number	1037361
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	29
Name of registered person	Shrewsbury Roman Catholic DiocesanTrust
Registered person unique reference number	RP907292
Date of previous inspection	14 January 2016
Telephone number	01743 363859

Shrewsbury Cathedral Catholic Nursery was registered in 1997. The nursery employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 7 and early years professional status and one holds an appropriate early years qualification at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm, with a lunch club facility. The nursery supports children who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

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