

# St Michael's Nursery School

Elm Bank Gardens, Barnes, London, SW13 0NX



<b>Inspection date</b>	20 September 2016
Previous inspection date	22 May 2013

<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

- Partnerships with parents are strong. Staff work closely with parents, update them regularly on their children's progress and share ideas to support their children's continued learning at home.
- Effective self-evaluation and a commitment from the manager and staff to continuous improvement have enabled the setting to maintain its good quality service. For example, the manager observes the quality of teaching regularly and provides training opportunities for staff to enhance their good skills and knowledge.
- The well-planned learning environment captures children's interest and imagination as they play. For instance, children used the different features of the outside area, such as the play house, tunnel and water play, to support their fire and rescue role play.
- Children make good progress and develop the key skills needed for when they start school. For example, they used their mathematical skills to count their scores as they played basketball and they recognised their own names.

### It is not yet outstanding because:

- Staff do not use observations of children's play and exploration consistently when children first start, to identify precisely all next steps in learning from the outset.
- Occasionally, staff do not fully consider ways to maximise children's engagement and help them to make the best possible progress during some adult-led activities.

## What the setting needs to do to improve further

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

- make better use of observations to identify children's next steps in learning consistently from the outset, to help all children make even better progress
- improve opportunities during planned group activities to engage all children fully in their learning to help them make the best possible progress.

### Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have established effective relationships with other professionals and providers to support continuity in children's care and learning. For example, they seek advice from specialists to support children who require additional help. A thorough induction programme is in place for new staff. The manager ensures that they understand policies, and ongoing support is provided through effective systems, such as mentoring. Safeguarding is effective. Staff have a secure knowledge of how to keep children safe. They have a clear understanding of the process to follow should they need to report any child protection concerns.

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

Staff skilfully support children's physical development. For example, they provide children with activities that help them develop their practical skills, such as peeling carrots, fine threading, and pouring dry sand through a funnel. Staff provide plenty of opportunities for children to use their early literacy skills. For instance, staff engaged children fully in a lively re-enactment of a story and helped them to recognise and write letters. Staff help children to develop their creative ideas. For example, children were encouraged to collect their own materials to create collages and to paint pictures. Staff plan activities to help children explore and develop their understanding of the world. For instance, an engaging themed area helped children learn about spiders and explore their own feelings.

### Personal development, behaviour and welfare are good

Staff are positive role models and they manage children's behaviour well. They teach children about good manners, rules and playing cooperatively. Staff are caring and attentive to children's needs. They help children to settle well and form strong bonds with others. Children are happy and secure. Staff support children's independence skills well and help them to develop a sense of responsibility. For example, children access their snacks independently, pour drinks, wash up and dry the equipment they have used. Children's good health is supported effectively. For example, they learn about hygiene practices and have opportunities to be physically active through, for example, regular yoga sessions and outdoor games.

### Outcomes for children are good

Children have good social skills and demonstrate a strong sense of teamwork as they play and explore together. They develop good conversation skills. For example, during role play and art activities, children clearly expressed their imaginative ideas to their friends. Children make their own choices, gain confidence, and are motivated to learn. For example, when children arrived they settled quickly, chose activities eagerly and demonstrated good concentration.

## Setting details

<b>Unique reference number</b>	509698
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	1061600
<b>Type of provision</b>	Sessional 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 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Debucare Ltd
<b>Registered person unique reference number</b>	RP527827
<b>Date of previous inspection</b>	22 May 2013
<b>Telephone number</b>	02088780116

St Michael's Nursery School registered in 2000. It operates in Barnes, in the London Borough of Richmond upon Thames. It opens from 9.15am to 12.30pm Monday to Friday and from 1pm to 3pm Monday to Thursday, during term time. The setting employs 13 staff. One member of staff holds qualified teacher status, one holds early years professional status, six hold an appropriate early years qualification at level 4, and one holds a qualification at level 3. The setting receives government funding for children aged two, three and four years.

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