

St. Michaels /St. Matthews Nursery

St Matthews Church, St Marys Road, London, NW10 4AU



Inspection date	21 October 2016
Previous inspection date	22 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager is dedicated and knowledgeable. She uses accurate self-evaluation to make targeted improvements to the provision and improve outcomes for children.
- Staff in the baby room support the personal development of very young children effectively. They successfully meet the unique needs of each child and have a good understanding of how babies learn.
- Parents praise the manager and staff. They say they are kept well informed of their children's care, learning and development. They feel supported and say their children make good progress.
- Staff carefully monitor children's learning and quickly identify any children who need additional support. They put strategies in place to help them catch up. All children make good progress from their different starting points.
- The nursery has a wide range of interesting and easily accessible resources. This supports children in choosing activities that reflect their current interests.

It is not yet outstanding because:

- Not all staff recognise when to offer encouragement to individual children to have a go at activities.
- Staff do not consistently provide children with enough time to think during their activities and fully develop their problem-solving skills.

What the setting needs to do to improve further

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

- support staff to more consistently grasp opportunities to help children who are less willing to join in activities
- help staff to recognise when to provide children with more time to develop their own ideas about what they want to do or say next during activities.

Inspection activities

- The inspector observed a variety of activities.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at a selection of policies, children's records, documents relating to the suitability checks of staff and the nursery's self-evaluation document.
- The inspector talked to staff and parents to gather their views.

Inspector

Ceri Callf

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident in their understanding of the signs and symptoms which may give them cause for concern about a child's welfare and know the procedures to follow. Staff complete training to identify any children who may be at risk of being exposed to extreme ideas about right and wrong. Staff make good use of training to continue to extend their skills and knowledge. For example, staff have attended training on tracking children's learning and use this to make further improvements to the way they monitor children's progress. The manager works effectively with other professionals, when needed, to improve children's outcomes and particularly support children who have special educational needs.

Quality of teaching, learning and assessment is good

Staff obtain detailed information from parents about what their children know and can do when they join the nursery. This helps them to begin planning effectively to support children's individual needs. Children have stimulating opportunities to learn about themselves and their local community. For example, they celebrate different cultural events with music, dance and stories that excite and delight them. Storytelling is particularly strong in the nursery. For example, stories are enriched with props and children's learning extended by skilful questioning. Resources and activities provided by staff support all areas of learning well.

Personal development, behaviour and welfare are good

Children are secure in their relationships with staff and are happy to come into the nursery. Children learn about healthy lifestyles. For example, after exercise they think about how drinking water keeps them healthy and well. Their physical well-being is supported effectively. Staff are polite to each other and good role models for the children. Children behave well and display good manners. For example, they spontaneously say 'sorry' when they accidentally bump into others. Staff use the phrase 'sharing is caring' to help children learn to think about how they play together, and they learn to care for each other. There is a calm, comfortable atmosphere in the nursery.

Outcomes for children are good

Children enjoy their learning and have the confidence to create their own activities. For example, they examine objects they find around the nursery with magnifying glasses. They show each other what they have found and talk about their discoveries. The very youngest children are keen to involve others in their play. For example, they clap their hands and wait for adults to copy, excited by sharing what they know how to do. Overall, staff support children well in developing the key skills they need for the next stage in their learning, including school. This supports children's emotional well-being.

Setting details

Unique reference number	EY240976
Local authority	Brent
Inspection number	1058789
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	1 - 4
Total number of places	46
Number of children on roll	30
Name of registered person	Learning Tree Nursery Limited
Registered person unique reference number	RP908175
Date of previous inspection	22 October 2012
Telephone number	020 8961 6399

St Michaels Nursery registered in 2003. The nursery is open from 8am to 6pm from Monday to Friday all year round, except for bank holidays. There are nine members of staff. One member of staff holds qualified teacher status and the remaining eight all hold relevant early years qualifications from level 2 to level 5. The provider receives funding to provide early education for children aged two, three and four years.

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