

# The Nursery @ St Pauls

St. Pauls Church, Dock Street, London, E1 8JN



<b>Inspection date</b>	22 March 2017
Previous inspection date	11 February 2015

<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

- The manager is confident, experienced and efficient in her approach to leading the nursery. Supervision of staff is effective in supporting them to develop their professional skills. Staff work well as a team and their morale is high.
- Partnerships with parents are good. They have frequent opportunities to discuss their children's progress, including achievements at home. For example, they attend termly meetings and review their child's learning journals. Parents' feedback is excellent; they praise the nursery staff highly and eagerly recommend the setting to others.
- Children of all abilities make good progress from their individual starting points. Children who have special educational needs and/or disabilities are given carefully targeted support to meet their learning and development needs well.
- Staff help children to develop positive attitudes and good personal learning skills. Children learn to manage their own behaviour and play and learn alongside others. They clearly enjoy their time at nursery.

### It is not yet outstanding because:

- At times, the planning does not reflect precisely enough on staff's assessments of children's learning, to help them achieve to the highest level possible.
- The leadership team do not make full use of their monitoring processes, particularly when comparing and analysing the progress made by all groups of children, to address any differences in their achievement as swiftly as possible.

## 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 assessments to plan as precisely as possible for children's future progress to help them achieve even better outcomes
- develop monitoring processes further to identify more accurately the progress made by different groups of children, so that all children receive the support they need to achieve at the highest possible level.

### Inspection activities

- The inspector observed staff interaction with children during a range of activities, indoors and outdoors.
- The inspector spoke with the managers, staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

### Inspector

Christine Lamey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a good understanding of local safeguarding procedures and know what to do to protect children from harm. Staff conduct effective risk assessments to provide a safe and hygienic environment for children. The manager holds regular meetings with staff to identify their training needs. This enables staff to build on their existing skills and knowledge. Self-evaluation is used effectively to identify and monitor the quality of the provision to help make improvements and raise outcomes for children. For example, a member of staff has recently completed training to develop children's speech and language, especially for children aged between one to two years. She has shared this training with other staff and has noticed an improvement in the staffs' ability to use positive language and questioning to develop children's communication skills.

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

Staff work closely with other educational specialists, such as speech and language professionals to provide additional support to help children to make good progress. Staff have conversations with children and extend their understanding in different ways, for example, singing songs, introducing them to new words and repeating familiar words. Children are confident to use mathematical language in their play. For example, staff help them to count dinosaurs in the water and children confidently count backwards from five to zero as they pretend a toy model of a rocket takes off. Children play with sand and mud and enjoy experiencing the changing seasons in all weathers as they learn outdoors.

### Personal development, behaviour and welfare are good

Children eat nutritious meals and make choices about what they like and how much they want to eat. For example, they sit together and talk with staff during the sociable occasion of lunchtime. Staff make good use of opportunities to give children clear messages about following a healthy diet. Older children do more and more things for themselves. They learn to dress for outdoor play, for example, and pour themselves a drink when thirsty. Children show pride in their achievements and demonstrate high self-esteem. Staff calmly support children's early social skills, such as through sensitive guidance and specific praise. Behaviour is managed well.

### Outcomes for children are good

Children's early literacy and communication skills are developing well. Older children are able to find their name and write their names independently. Children eagerly join in actions and repeat the phrases when listening to a well-known story about a hedgehog jumping. Children develop their mathematical knowledge well. For example, they count how many raincoats they need for outdoor play and pair up their outdoor boots.

## Setting details

<b>Unique reference number</b>	119622
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	1085711
<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>	0 - 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Select Learning (Maidstone) Limited
<b>Registered person unique reference number</b>	RP903344
<b>Date of previous inspection</b>	11 February 2015
<b>Telephone number</b>	020 7265 0098

The Nursery at St Pauls registered in 2001. The nursery operates from 7am until 7pm Monday to Friday, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three, and four years. The nursery employs 29 staff, including the manager. Of these, three staff hold qualified teacher status and one has achieved early years professional status. Of the remaining staff, 18 hold relevant qualifications in childcare.

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