

# St Clements Nursery

22 Ashley Close, BOURNEMOUTH, BH1 4PE



<b>Inspection date</b>	29 June 2017
Previous inspection date	24 June 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The managers are reflective in their practice and open to new ideas to make changes to improve outcomes further for children. They have fully implemented the recommendations from their last inspection. For example, the outside area now provides children with more choice and a wider range of resources at child height, so they can develop the projects and ideas that are important to them.
- Children who have special educational needs and those who are learning English as an additional language receive good support. The nursery works well in partnership with parents and other professionals to help children make typical levels of development.
- Staff meet the children's emotional needs exceptionally well. They are very kind, caring and extremely sensitive towards the children's needs. Children settle extremely well as they separate from their parents and are very happy throughout the session.
- Children develop an excellent knowledge of how to keep themselves safe through a range of challenging and creative activities. For instance, children understand and describe how to stay safe as they work through their own daily safety checklist, assessing the safety and risks through each area of the nursery.
- The managers monitor the quality of the nursery well through regular evaluations of activities, staff practice and feedback from parents. This helps them continuously develop and ensure the quality of teaching is good.

### It is not yet outstanding because:

- Sometimes, staff do not extend learning to challenge children's ability to think critically and develop their communication skills further.

## What the setting needs to do to improve further

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

- make the most of opportunities to extend learning and provide even more challenge for children to think critically and develop their communication skills further.

### Inspection activities

- The inspector observed children and staff during activities indoors and outdoors.
- The inspector conducted a joint observation with one of the managers.
- The inspector held a meeting with the managers and spoke with parents, staff and children.
- The inspector sampled a range of documentation, including assessment records and planning, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff and discussed the nursery's improvement plan.

### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of the leadership and management is good

Staff receive good support to access training. Their additional knowledge and understanding have a positive impact on children's learning and development. For example, training has helped them understand the importance of providing good role models for children and about how children learn through strong attachments. Managers and staff check the progress of all children effectively. They identify gaps in children's learning and provide well-targeted support to help them catch up. Safeguarding is effective. Managers maintain rigorous safeguarding procedures to ensure all children are safe from harm. Staff receive safeguarding training and complete regular risk assessments, including with the children, to ensure children remain safe and secure.

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

Staff know the children well. They use this knowledge effectively to plan and adapt activities to offer challenge to each child. For example, learning animal sounds helps the children talk about the different animals they can hear, other animals they know and their different characteristics. Staff ensure that parents are fully involved with their children's learning. They share information about children's progress regularly, verbally and through the children's folders. The managers and staff work closely with parents to ensure they meet children's individual needs well. Parents comment on how successfully staff help support their family life and for children to settle and prepare for the move to school. Children are motivated, interested and eager to learn. For example, they excitedly hunt for bugs in the garden using magnifying glasses and discuss the different colours and patterns they can see on them.

### Personal development, behaviour and welfare are outstanding

Staff provide an environment that is exciting for children. Children have first-rate opportunities to be physically active and take part in a wide range of exciting outdoor play activities, which provide measured risk and physical challenge. The key-person system is exceptional. Parents and children have excellent relationships with their key person, who plays a very important part in the life of individual families. Staff support the children's move into the nursery extremely sensitively. This contributes significantly to providing security and stability for children and reassurance for parents. Staff make excellent use of their knowledge to manage children's behaviour. Through play and everyday routines, staff engage children in discussions and provide clear boundaries and rules. Children display excellent behaviour. They show high regard and respect for others during activities, such as 'focus group' times, and when playing alongside each other. For example, as they try to fix a car in their pretend play with 'hammers' and 'saws'.

### Outcomes for children are good

All children progress well in their learning and development, including those who receive funded education. Older children are active learners and acquire the key skills for future learning. Children from an early age learn good independence skills. They are confident to try new activities and confident to speak in a familiar group.

## Setting details

<b>Unique reference number</b>	EY458057
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	1063280
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Elaine King and Rachael Hills Partnership
<b>Registered person unique reference number</b>	RP527406
<b>Date of previous inspection</b>	24 June 2013
<b>Telephone number</b>	01202391505

St Clements Nursery registered in 2012. It is situated within Boscombe Children's Centre, Boscombe, Bournemouth. The nursery is one of two privately owned by the same partnership. The nursery is open Monday to Friday from 9am to midday and from 12.45pm to 3.45pm, term time only. The nursery is in receipt of funding to provide free early education to children aged two, three and four years. The nursery employs 15 staff who work with the children. Of these, one has an early years qualification at level 6, one has a qualification at level 5, and nine staff hold qualifications at level 3.

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