

St John's Nursery

Redstone Lodge, Philanthropic Road, Redhill, RH1 4DG



Inspection date

5 December 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 and staff monitor and track children's development well. They develop focused action plans to help all children make good developmental progress. Staff then review the impact of changes on children's progress and target gaps in learning further.
- The manager effectively keeps staff's knowledge up to date, such as consolidating their awareness of new legislation and changing practice.
- The manager effectively evaluates and reflects on her practice. She regularly seeks the views of staff, children and parents to help her identify and tackle areas to improve. For example, a recent craft morning gave staff opportunities to obtain parental feedback.
- The manager and staff know each child very well and adapt their practice to suit their needs. For example, staff engage younger children by using gestures and props and extend older children's vocabulary by adding words.
- Children flourish at the nursery and are happy. They are keen to learn in the safe, warm and welcoming environment staff provide.
- Children are motivated to learn and develop good independence skills and confidence. The manager and staff prepare them well for their move on to school.

It is not yet outstanding because:

- The manager and staff do not consistently build on ways to strengthen partnerships with other settings that children attend to further support continuity to their learning.
- At times, staff do not manage group activities effectively. This means that children sometimes miss opportunities to fully develop their learning and concentration skills.

What the setting needs to do to improve further

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

- develop further the partnerships with other settings that children attend, to better support a more consistent approach to build on children's learning
- review group activities and sessions and build on how staff help children develop their concentration skills, remain engaged and make the most of these learning experiences.

Inspection activities

- The inspector viewed the premises and sampled some documentation.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager and carried out a joint observation with the manager of an activity.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The manager conducts staff supervisions and supports staff effectively. She identifies any areas for further development and provides staff with appropriate support, such as to help improve their teaching skills. For instance, after attending training staff are more aware of how to support those children who learn better outside. The manager and staff work well with other professionals and parents. For example, staff share information with parents, such as sharing early writing exercises to help them continue their children's learning at home. Safeguarding is effective. The manager and staff have a good understanding of their responsibilities to safeguard children. They implement policies and safe working practices well to support children's health, safety and well-being.

Quality of teaching, learning and assessment is good

Staff use everyday situations to extend on children's learning. For example, when playing in the garden staff point out shapes in the environment, such as a log looking like a cylinder. Staff ask challenging questions and children begin to think for themselves. The manager and staff encourage children's mathematical development well. For example, younger children recognise colours and begin to count; while older children learn simple addition and subtraction. Staff extend children's learning well. For example, when reading a book a member of staff explained a six-sided shape is called a hexagon. Children learn about the world around them. For example, during a discussion children learn how honey is made. Staff plan enjoyable and stimulating activities, such as providing mini squeezey coloured balls that can be moulded into different shapes. Staff support early writing skills well. For instance, children use a variety of resources to practise their letter writing in sand.

Personal development, behaviour and welfare are good

Children are beginning to learn about their own safety and risk well. For example, they are aware of the dangers of throwing sand and learn how to tidy up and keep a safe environment. Staff support children to be independent and choose their own resources. Staff are good role models. Children behave well and learn to work well together. For example, an older child explains to a younger child that a magnifying glass makes things bigger. Children bond with staff well and enjoy cuddles and hugs. Staff praise children and effectively build on their developing self-esteem. They teach children about diversity, for example, they explore different cultures through dressing up and role play.

Outcomes for children are good

Children develop the skills they need to move on to the next stage of their learning. For example, they share, take turns and play together. They develop good physical skills, for example, when they play outside and balance on wooden stepping stones. Children learn to dress themselves and manage their personal care needs independently. Children have access to a broad range of well-planned activities that help them make good progress in all areas.

Setting details

Unique reference number	EY495241
Local authority	Surrey
Inspection number	1031003
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	2 - 4
Total number of places	34
Number of children on roll	53
Name of registered person	St John's Nursery Group CIO
Registered person unique reference number	RP910494
Date of previous inspection	Not applicable
Telephone number	01737 768415

St John's Nursery registered in 1982. It re-registered in 2015 due to relocation. It operates from Redstone Lodge, in Redhill, Surrey. The nursery is open each weekday from 8am to 5pm, during term time. The nursery receives free education funding for children aged two, three and four years. The nursery employs 12 staff, of whom, one holds an appropriate early years qualification at level 5, one holds a qualification at level 4 and seven staff hold qualifications at level 3.

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