

St. Michael's School House Nursery

Crowthorne Road, Bracknell, Berkshire, RG12 7EH



Inspection date	22 February 2018
Previous inspection date	21 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to the directors. This means that checks have not been carried out to ensure that all directors are suitable to be involved in running the nursery. This is a breach of requirements.
- Since the last inspection there has been a number of changes of manager. As a result, outstanding practice has not been maintained. For example, staff have not received effective supervision to support them in their role for some time.
- The new system to plan for and assess children's learning is not embedded. Information about children's learning is not yet being used to identify groups of children who may need additional support to help them make progress in their learning.

It has the following strengths

- The newly appointed manager has a clear understanding of what needs to be improved. Leaders have begun to identify weaknesses in the nursery and take appropriate action.
- Staff establish warm and nurturing relationships with the children. This gives children the security they need to develop their confidence and emotional well-being.
- Parents speak highly of the nursery. The value the support that staff offer and enjoy regular opportunities to receive updates on how their children are progressing.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure Ofsted is provided with the necessary information to carry out suitability checks on all directors 	09/03/2018
<ul style="list-style-type: none"> ■ implement an effective staff supervision process to ensure that staff fully understand their role and responsibilities 	30/03/2018
<ul style="list-style-type: none"> ■ improve the arrangements for monitoring children's progress to include how well different groups of children are achieving and identify and close any achievement gaps. 	13/04/2018

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning both indoors and outdoors.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector held a meeting with the managers to discuss how they drive improvement, monitor the quality of practice and support the staff team.
- The inspector carried out a joint observation with the deputy manager to assess the quality of teaching.
- The inspector sampled a range of documentation, such as records of the progress that children make, evidence of suitability for staff and child protection records.

Inspector

Teresa Newman

Inspection findings

Effectiveness of the leadership and management requires improvement

Breaches in requirements mean that not all the required checks for new directors have taken place. However, this is not having a serious impact on children's safety, well-being or learning because directors do not have contact with children. Although new, the manager is enthusiastic and passionate about her role and has identified many areas for improvement, but has not been in post long enough to put these into practice. For example, the lack of staff supervision means the deputy manager has not been fully inducted into the role. The arrangements for safeguarding are effective. Systems are in place to check the ongoing suitability of staff who work with children. Staff understand their role and responsibilities in keeping children safe. They have attended training to enable them to identify and respond to children who may be at risk from extreme views or behaviours.

Quality of teaching, learning and assessment requires improvement

New systems to plan for children's learning have recently been introduced and staff are still developing their understanding of this. However, staff have a good understanding of children's individual needs. Staff expertly model language for children throughout the day, as a result, children are extremely confident communicators who are keen to share their thoughts and experiences. For example, children talk excitedly about the chicks that are being hatched at nursery and are able to describe items such as an incubator and why it is used. Staff promote early mathematics well. For example they use mathematical language in conversations with children to describe the size of buckets and containers. Together older children and staff solve simple equations to work out how many chicks have hatched from eggs over two days.

Personal development, behaviour and welfare require improvement

Children are considerate and caring towards each other. They understand how to take turns and share resources. For example, they help their friends find a bucket so they can join them in their water play. Children behave well. They understand there are rules in the nursery and follow them well. Children learn how to be gentle and are caring as they use their fingertips to stroke the newly hatched chicks in the nursery. Children are independent in their self-care, they put on coats and boots for outside play and wash their hands for snack. Children learn about the importance of being healthy through discussions with staff at lunch and snack time. However, leaders do not prioritise children's safety sufficiently because they have failed to carry out required checks on directors.

Outcomes for children require improvement

Children make progress and are ready for their next stage in learning. They are independent and enthusiastic learners who decide where and how they want to play. Older children enjoy being creative and using their imaginations. They prepare the role play area for a party and decide what cakes to make. Children enjoy opportunities to develop their physical skills in the outside play area. Younger children develop their balancing skills as they carefully manoeuvre across balance beams.

Setting details

Unique reference number	119299
Local authority	Bracknell Forest
Inspection number	1115451
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 - 8
Total number of places	32
Number of children on roll	56
Name of registered person	St. Michael's School, Easthampstead, Childcare Trust
Registered person unique reference number	RP517663
Date of previous inspection	21 October 2015
Telephone number	01344 869340

St Michael's School House Nursery registered in 1992. It is part of the St Michael's Childcare Trust Limited. The nursery is situated in the grounds of St Michael's School, in Bracknell, Berkshire. The nursery is open each weekday during term time from 8.45am until 3.15pm. The after school club opens five days a week during school term times and sessions are from 3.15pm until 6.15pm. The holiday club operates each weekday during school holidays and is open between 8.45am until 6.15pm. The provider employs 11 staff, six of whom hold appropriate early years qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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