

Nagle Nursery

St. Joseph RC Primary School, Chesterfield Road, Matlock, Derbyshire, DE4 3FT



Inspection date

19 April 2018

Previous inspection date

6 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 new manager is working effectively with staff to develop the provision. Together, they reflect on and evaluate their practice and work closely with the local authority to implement effective action plans. These have been used to address the actions and recommendations set at the previous inspection.
- Teaching is good overall. Practitioners interact well with children to support their play and learning. Observations and assessments of children's development are completed regularly and help staff to identify appropriate next steps in learning. Children make good progress in all areas of their learning.
- Additional funding is used well to support individual children. The manager monitors all children's development and identifies any gaps in their learning. Additional support and extra resources are sought to help close any gaps.
- Partnerships with parents have a positive impact on children's learning and development. Staff work hard to involve and support parents with their child's learning. For example, they have just introduced a 'home learning challenge', with activities that parents can do at home to extend the work their children have been doing at nursery.

It is not yet outstanding because:

- Supervision of staff is not yet fully embedded into practice or focused enough on critically evaluating staff's teaching to develop their skills to an outstanding level.
- Sometimes, the staff's use of questioning does not focus fully on extending and challenging children's learning to the highest level during activities and discussions.

What the setting needs to do to improve further

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

- embed staff supervision arrangements and sharpen the focus on raising the quality of staff's teaching skills to an outstanding level.
- strengthen staff's questioning techniques to help challenge children's learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the manager. She looked at relevant documentation, such as the nursery's policies and procedures and evidence of the suitability of staff.
- The inspector spoke to staff and children during the inspection at appropriate times. She looked through children's learning journeys and discussed these with the staff.
- The inspector spoke to a small number of parents on the day and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident about how to keep children safe from harm and knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Thorough recruitment procedures help to ensure that staff are suitable to work with children. The new manager has worked hard with her staff team and local authority support workers to improve outcomes for children. She has addressed all the actions from the previous inspection. Staff are fully supported and supervision meetings are now held, which has remotivated the staff and is helping to raise the quality of their teaching. The manager has started to monitor children's assessments and identify any gaps in their learning. She takes prompt and effective action to address these.

Quality of teaching, learning and assessment is good

Staff are well qualified and their skills are now utilised well. The manager gives each staff member a different responsibility. For example, a member of staff is responsible for the planning and implementation of adult-led focused activities for the week. This helps to support children's development as staff focus specifically on their next steps in learning. Any gaps in learning are now being closed at a much quicker rate than before. Children enjoy using their physical skills and are building the muscles needed for handwriting. They hammer nails into chipboard and use pens to thread string into holes and make pictures. They are learning important skills needed for the move on to school.

Personal development, behaviour and welfare are good

Close relationships between staff and parents contribute to children's feelings of well-being and belonging in the nursery. Children behave very well and clearly understand the routines. For example, when staff ask children if they would like snack, they start to organise themselves in readiness. Some children start to get name tags out to put onto the snack table. Other children wash their hands so they are ready and tell their friends what to do. Children demonstrate their confidence and emerging independence as they manage their own personal care, such as toileting and handwashing. Children start to learn about healthy lifestyles and they have plenty of opportunities for fresh air, exercise and healthy snacks and meals.

Outcomes for children are good

Children concentrate well and settle at activities for sustained periods of time. They are motivated and enjoy exploring the activities set out. Children demonstrate their listening and attention skills as they listen to and act out a story with the manager outside. They recap the main points of the story, talking about the characters and what happened at the beginning and the end. Children develop a range of mathematical skills as they make 'shape burgers', talk about patterns and count how many children are present. They are starting to understand and identify 'one more' or 'one less' when they count.

Setting details

Unique reference number	EY310127
Local authority	Derbyshire
Inspection number	1118205
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	25
Name of registered person	Matlock St Joseph's Ltd
Registered person unique reference number	RP525669
Date of previous inspection	6 November 2017
Telephone number	0162955222

Nagle Nursery re-registered in 2005. The nursery employs two full-time staff and two part-time staff, all of whom hold early years qualifications at level 3 or 4. The nursery operates from a playroom within school premises. It operates Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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