

# St John's Nursery - Heath Hayes

St. Johns Church Hall, Hednesford Road, CANNOCK, Staffordshire, WS12 3DZ



## Inspection date

15 June 2018

Previous inspection date

9 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 dedicated manager and staff strive to provide the best quality play and learning environment possible for children. They have an accurate view of the quality of the provision and identify areas for further development successfully.
- Children are happy, confident and well behaved in this welcoming and caring nursery. They form close bonds with the committed staff, who work diligently to meet all children's needs.
- Staff provide children who have special educational needs and/or disabilities with excellent support. They work effectively with other professionals, using their advice and expertise to provide children with individualised learning plans and activities.
- The quality of teaching is good. Staff are experienced and well qualified. They demonstrate a good understanding of how children learn and plan activities to build on their next steps in learning. As a result, children make good progress.

### It is not yet outstanding because:

- Strategies to exchange information about children's learning and development with providers who share responsibility for educating these children are not fully effective.
- Staff do not gather precise initial information from parents about what their children already know and can do, to help identify accurate starting points in their learning.

## What the setting needs to do to improve further

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

- strengthen systems to exchange information with providers who share responsibility for the education of some of the children, to ensure continuity in their learning and development
- gather precise information from parents when children first start attending, so that development and prior achievements are considered fully when assessing their starting points.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning, during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection and held a meeting with the manager and deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The managers and staff know what would constitute a safeguarding concern and have a secure understanding of their responsibility to identify, monitor and report such concerns. Staff are confident in the procedures to follow. The managers implement rigorous recruitment procedures to assess and verify the suitability of staff. New staff undertake a structured induction period. Managers provide further support to all staff, through regular supervision and training opportunities. Parents speak highly of the staff. They comment on the genuine care staff have for their children and the dedication to their job. Parents and staff share good relationships. Managers assess and monitor children's progress and identify where children require additional support.

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

All children actively engage in the wide range of activities provided. For example, young children enjoy emptying and filling containers of different sizes in the water tray outside. Staff support children by using descriptive language, explaining to them how they are 'scooping' the water and 'filling' the containers. Older children engage in more structured, adult-led activities. For example, they take turns to predict if an object will float or sink and record their findings on a chart. They apply their mathematical skills as they count and compare the results to identify if more objects floated on the top or sank to the bottom. Staff regularly observe and assess children to identify their next steps, and plan appropriate activities to extend their learning and development.

### Personal development, behaviour and welfare are good

Settling-in periods allow time for staff and parents to share information about children's individual care needs and to build relationships. Children learn about healthy lifestyles. They have plenty of opportunities to be physically active, such as riding on wheeled toys, balancing on planks of wood or playing skittles. Staff provide fresh, healthy snacks for children and teach them good basic hygiene routines, such as washing their hands before meals. Staff interact well with children and are good role models. They give children praise and encouragement, helping to develop their sense of self-esteem and confidence. Staff effectively and consistently manage children's behaviour according to their individual needs. Children have opportunities to learn about their community and the wider world. For example, they go on short trips to the local shops and library and enjoy visits from people who serve in professional roles, such as the police.

### Outcomes for children are good

Young children listen, share and understand rules during group time. Older children name and sort shapes into sets. They join in with songs and rhymes, tapping a beat with wooden spoons as they move in time to the rhythm. They recognise their own names and are beginning to link sounds to letters. Children are making good progress and acquiring the skills needed to prepare them for the next stage in their learning, such as gaining independence and good social skills.

## Setting details

<b>Unique reference number</b>	EY348202
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1092983
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	St John's Nursery-Heath Hayes (2006) Ltd
<b>Registered person unique reference number</b>	RP526800
<b>Date of previous inspection</b>	9 February 2015
<b>Telephone number</b>	01543 450 740

St John's Nursery - Heath Hayes registered in 2007. The nursery employs ten members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, two hold level 5 and five hold level 3. The nursery opens from 9am to 3pm, Monday to Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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