

# St Mary's Day Nursery

Siri Guru Ravidass Temple, Vicarage Road, Strood, Rochester, Kent, ME2 4DG



## Inspection date

26 June 2018

Previous inspection date

6 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 provider, who is also the manager, has taken positive steps to improve the provision since the last inspection. She and her staff team have worked hard to reflect on their practice and continually improve, to raise children's outcomes to a good level.
- Staff work effectively with a range of other professionals and children's parents to meet children's very diverse needs. They teach children about the similarities and differences that exist between them and how to play cooperatively and respectfully together.
- Staff plan and provide a good range of learning experiences. They use these to interact well with children and extend their learning. The provider monitors the quality of teaching and children's progress well, to help all children move forward in their learning.
- Staff teach mathematical ideas particularly well. For example, they help children learn to calculate, use simple addition and subtraction, explore numbers and solve problems.
- Staff are warm and caring towards children and develop close relationships with them. They take all opportunities to praise and encourage children, to raise their self-esteem and prepare them emotionally for their future learning.

### It is not yet outstanding because:

- Occasionally, staff do not help children to concentrate, listen and respond during some group activities and discussions, to further encourage their good learning experiences.
- Staff do not take all available opportunities to encourage children, including those who are more active, to engage in physical play and further develop their large-muscle skills.

## What the setting needs to do to improve further

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

- strengthen opportunities to maintain children's concentration during their activities, to help them contribute their ideas and build further on their learning
- develop further opportunities for children, including those who prefer to be active, to build on their physical skills.

### Inspection activities

- The inspector spoke to children and staff at convenient times throughout the day.
- The inspector had a tour of the premises with the provider.
- The inspector conducted a joint observation of an activity with the provider and the deputy manager.
- The inspector spoke to the provider, including to check systems for safeguarding children, staff suitability and meeting children's care and learning needs.
- The inspector spoke to parents to gain their comments and views about the quality of the provision.

### Inspector

Stephanie Graves

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff keep their safeguarding training and knowledge up to date. They are clear about the signs that may indicate a child is at risk of harm and the reporting procedures to follow to help keep children safe. They keep the required information and work with appropriate agencies to help safeguard children. Staff carry out daily checks of the premises, planned activities and staff deployment, to reduce the risk of accidents and incidents. The provider supports her team well and staff know where they need to be at any time to meet children's needs. Staff use training well to improve their teaching skills. For example, they recently used training to improve children's literacy skills and to encourage positive behaviour.

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

Overall, staff interact well with children to meet their individual learning needs and help them to develop new skills. For example, they demonstrate how to do things for children who find it hard to communicate or follow simple instructions, such as when they show interest in building with blocks or playing with small-world toys. They ask children interesting questions to help them think about what they are doing. For instance, as older children talked about how many pieces of 'treasure' they had chipped from blocks of ice, staff asked them how they would write '100' on their boards. Children practised their early writing and mathematical skills as they copied the numbers that staff wrote.

### Personal development, behaviour and welfare are good

Staff get to know children and their families very well. They find out as much as they can about children's lives, to offer them a settled experience from the start. Children develop close attachments to their key persons and show that they feel safe, emotionally secure and ready to learn. Older children are sociable and enjoy talking about what they will do when they start school. Staff use good behaviour management strategies to encourage children's emotional well-being. For example, they offer plenty of reassurance to children who struggle with some routines. They gently set clear behavioural boundaries in a way that all children understand. Staff ensure all children are treated with equal regard.

### Outcomes for children are good

Children, including those for whom the provider receives additional funding and those who have special educational needs and/or disabilities or speak English as an additional language, make good progress. The children with lower starting points than those of the same age, make positive progress over time, given their capabilities. Children are confident and motivated to learn. Younger children enjoy activities, such as creating things with old newspapers, experimenting with water outdoors and using their imaginations in role play. Older children ask questions and contribute well to stories. They use a range of resources to learn about technology and to develop their early reading and writing skills.

## Setting details

<b>Unique reference number</b>	103727
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1113849
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Pauline Lorna Judd
<b>Registered person unique reference number</b>	RP907143
<b>Date of previous inspection</b>	6 September 2017
<b>Telephone number</b>	01634 722272

St Mary's Day Nursery registered in 1992. The nursery operates from the ground floor of a Sikh Temple in Strood, near Rochester, Kent. The nursery is open each weekday from 7.45am to 6pm, for 48 weeks of the year. The provider also offers before- and after-school care, from 7.45am until 8.45am and from 3.30pm to 6pm, during term time. A holiday play scheme operates from 7.45am to 6pm during school holidays. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. The provider employs 12 members of staff, all of whom hold early years qualifications. Of these, three staff hold qualifications at level 5, one at level 4, seven at level 3, and one at level 2.

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