

St. Michael's School

House Nursery

Crowthorne Road, Bracknell, Berkshire RG12 7EH



Inspection date	6 November 2018
Previous inspection date	22 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The staff work well together as an enthusiastic team. They respond well to the manager's high expectations and desire to provide high-quality care and education for children.
- Children have a very good understanding of behavioural expectations. Staff have a calm and consistent approach, and give children gentle reminders to help them to learn to value and respect others.
- Careful monitoring of children's learning helps ensure that staff quickly identify any gaps, delays or strengths in children's development. All children, including those who need additional support, make good progress from their individual starting points.
- Self-evaluation is highly effective. Leaders are committed to continuously drive improvements. They regularly involve parents and staff in evaluating the practice to help to develop the provision further.
- Staff are highly skilled in supporting children's growing understanding of the importance of keeping themselves safe. For example, children understand that when they use knives to cut fruits, they must hold these correctly to prevent harming themselves or others.

It is not yet outstanding because:

- Staff occasionally miss opportunities to ask children questions as they play, to help extend their learning to an even higher level.
- During everyday activities, staff do not consistently encourage children to learn about shapes and measurement.

What the setting needs to do to improve further

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

- improve the already good quality of teaching, and ensure that staff challenge children and extend their thinking at every opportunity
- further develop the opportunities for children to learn about shapes and measurement during their everyday play.

Inspection activities

- The inspector observed the interactions between staff and the children, and considered the impact on their learning.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they monitor children's learning and development.
- The inspector spoke to parents, considered their comments and took their views into account.
- The inspector sampled written feedback from parents about the service and discussed with the manager how she evaluates the practice.
- The inspector viewed relevant documentation, including staff suitability checks, Paediatric first-aid training and public liability insurance.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are very aware of their role and responsibilities in keeping children safe. They know what action to take if they have concerns about a child. Robust recruitment procedures and clear, and comprehensive induction programmes help ensure that all staff understand their roles and responsibilities. The manager observes staff as they interact and play with children, and has regular supervision meetings with them. Staff are well supported in their professional development to help improve their knowledge and skills. For example, staff have attended training to help them improve the way in which they gather information about children's learning and development, to enable them to plan more accurately for children's next steps in learning. Partnerships with parents and other professionals are good. Nursery staff exchange information with them about children's achievements, which helps to foster a shared approach to learning and care successfully.

Quality of teaching, learning and assessment is good

Staff promote children's learning and development successfully. They work closely with children who have speech and language delay and consistently use effective strategies, such as repeating speech and modelling simple sentences. Children enthusiastically join in with conversations as they learn new words and phrases. They show high levels of imagination, and speaking and listening skills. For example, while playing outdoors, they gather musical instruments and microphone stands and pretend that they are in a musical band. Staff use children's interests to provide opportunities for them to learn about the wider world. For example, when children show an interest in a book written in Polish, staff read the book to them in both Polish and English to help them to understand different languages.

Personal development, behaviour and welfare are outstanding

Children show high levels of interest in the well-resourced environment and choose from a wide range of activities that encourage them to be inquisitive and learn new skills. They are exceptionally well settled and have developed secure emotional attachments to their key person. Staff act as excellent role models and provide children with an abundance of praise and encouragement to keep them motivated and eager to join in. Children show high levels of independence and self-confidence in their own abilities, for example, when staff attempt to help them, they tell them that they can do it by themselves. Staff are highly effective in encouraging children to understand the importance of healthy lifestyle and being active. For instance, children have significant opportunities to play in the extremely stimulating outdoor area and discuss the importance of making healthy food choices as they make fresh fruit kebabs.

Outcomes for children are good

Children have great fun as they learn and delight in joining in with activities. They develop the skills they need the next stage in learning, including school. For instance, they confidently complete simple tasks and have an excellent understanding of how to keep themselves safe. They have tremendous imaginations and are encouraged to lead their own activities.

Setting details

Unique reference number	119299
Local authority	Bracknell Forest
Inspection number	10080464
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	32
Number of children on roll	36
Name of registered person	St. Michael's School, Easthampstead, Childcare Trust
Registered person unique reference number	RP517663
Date of previous inspection	22 February 2018
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 nine staff, seven of whom hold appropriate early years qualifications. The nursery receives funding for the provision of free early education for children aged three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

