

# St Nicholas Pre School and Nursery

Fallowfield Road, Colchester, Essex CO2 9LL



## Inspection date

28 November 2018

Previous inspection date

26 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager is exceptionally knowledgeable about the early years foundation stage. She is an excellent advocate for early years education and is tireless in her commitment to improving outcomes for children and meeting the needs of children and their families.
- Most children who attend the nursery are from military families. The staff ensure they support children's personal, social and emotional well-being very well. For example, when a parent is leaving for service, staff encourage them and their children to make 'hand casts' to swap. This helps the child to have a lasting reminder of the absent parent until they return and the parent to have a souvenir of their child.
- The support for children with special educational needs and/or disabilities (SEND) is excellent. The identification and implementation of timely interventions enable children to make good progress from the outset. Managers have very effective partnerships with external agencies.
- The qualified staff use children's current interests and next steps to plan the activities. This results in children being excited and enthusiastic to take part. For example, staff skilfully engage children during their play and children show sustained interest in exploring treasure frozen in ice.
- Children have superb opportunities for fresh air and exercise in the outdoor area. They can extend their physical skills on large play equipment, such as balancing, crawling and climbing apparatus.
- Although systems for supervision and training are good, there is still scope to use these to further raise the teaching to an even higher level.

## What the setting needs to do to improve further

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

- build on the good systems for monitoring staff performance and encourage high-quality teaching 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager and deputy manager.
- The inspector held a meeting with the nursery manager, who is also the provider, and the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Safeguarding is central to everything the nursery does. The manager implements accurate safeguarding procedures and swiftly notifies the relevant agencies if concerns are raised. Staff know precisely what to do if they are concerned about the welfare of a child. The manager encourages staff to identify any training needs to focus on developing their skills and knowledge. Staff carry out independent research, such as reading periodicals and watching relevant television programmes. They evaluate their research to identify where it might benefit their practice and, in turn, help to improve outcomes for children. The manager has an effective long-term plan which she uses to good effect. There are firm targets in place to support continual improvement in the nursery.

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

The quality of teaching is strong and on occasions outstanding. Babies' learning is increased through the staff's positive involvement during singing time. They watch in awe as staff sing and carry out actions to popular rhymes, eagerly joining in. Well-organised snack times contribute to children's learning. For example, children find their named place mat and recognise numbers and count out three pieces of apple. This helps to promote early reading and number skills. Staff skilfully use sign language and visual timetables alongside clear speech to support children with their communication and language development. This is particularly conducive to helping children who speak English as an additional language to make good progress in their speaking skills. Staff provide parents with regular updates of their child's progress so they have a secure understanding of their learning and development.

### Personal development, behaviour and welfare are good

Staff help children to settle very quickly. As a result, children feel confident and at ease and develop warm, secure emotional relationships with staff. The environment in each classroom is stimulating and attractive. They are well organised with a good range of resources which promotes all aspects of children's play and learning successfully. Children behave well. Staff are very good role models who speak to children clearly and with respect. Staff consistently praise children for sharing, turn taking and being kind to one another. Children, including babies, help to tidy up. This helps them to learn about caring for the environment. Children learn about different cultural festivals and learn to respect each other's individuality. For example, during the Thanksgiving festival they enjoyed pumpkin pie.

### Outcomes for children are good

Children make good progress from their starting points and develop the attitudes, skills and dispositions needed for their next steps in learning and their move to school. Toddlers develop investigative skills and use their senses to explore water, paint and play dough. Children develop their independence as they carry out simple tasks for themselves, including managing their own personal care routines, pouring their own snack time drink and buttering their muffin.

## Setting details

<b>Unique reference number</b>	EY337295
<b>Local authority</b>	Essex
<b>Inspection number</b>	10068747
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	140
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	St Nicholas Playgroup (Colchester Station) Committee
<b>Registered person unique reference number</b>	RP520401
<b>Date of previous inspection</b>	26 April 2013
<b>Telephone number</b>	01206816597

St Nicholas Pre School and Nursery registered in 2006. The nursery employs 19 members of childcare staff. Of these, the manager holds a foundation degree and all other staff hold relevant qualifications from level 2 to level 5. The nursery opens Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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