

St Paul's Walden Nursery

St. Pauls Walden Junior School, Bendish Lane, Whitwell, Hitchin,
Hertfordshire SG4 8HX



Inspection date	10 December 2018
Previous inspection date	8 October 2015

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

- Staff complete observations of children's learning effectively and their progress is monitored closely by the manager. This helps to ensure any emerging gaps in individual children's development and between different groups of children close quickly.
- Children quickly develop strong bonds with staff, who are kind and responsive to their needs. Children are happy, settled and enjoy their time in the nursery.
- The nursery is safe and secure. The small staff team is well qualified and experienced. They are deployed effectively to maintain ratios and ensure that children's safety and needs are met.
- Children have numerous opportunities to develop their mathematical skills. The good-quality resources enable children to spend a significant amount of time learning to confidently count, recognise numbers, shape and size as they play. All children make good progress.
- The manager has not yet fully embedded sharply focused evaluations of the quality of teaching to move staff's practice forward and support all children's progress even further.
- Opportunities for gaining ongoing information from parents about children's interests at home have not yet been sharpened.

What the setting needs to do to improve further

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

- use systems for staff performance management and supervision more effectively to evaluate the impact of staff's practice on children's learning and raise the quality of teaching to a higher level
- enhance strategies to help parents share what they know their children can do at home on an ongoing basis.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She carried out a joint observation with the manager. She also discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the nursery room. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation arrangements.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also sampled a selection of the nursery's policy and procedures and staff files.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The new management team and staff have a clear understanding of their roles and responsibilities to safeguard children's welfare. Staff know the correct procedures to follow if they have any concerns about children's well-being. They ensure children are always well supervised. The management team follows rigorous procedures to ensure that staff are suitable to work with children. The manager provides regular meetings to discuss and check staff knowledge and ensure that they are aware of their responsibilities. Partnerships with other professionals are good. For instance, staff share detailed information with the feeder school when children move on, to promote continuity in care and learning. Parents are complimentary about the quality of the provision, commenting particularly on the friendliness of staff and the welcome that their children receive. The enthusiastic manager and staff have worked tirelessly to improve practice. They seek the views of parents and children and make meaningful changes that drive further improvements.

Quality of teaching, learning and assessment is good

Staff are skilled at supporting children's language and communication skills and provide a good range of exciting and carefully planned activities. Staff provide lots of opportunities to develop children's creativity and imagination. For example, children delight in building a 'dog shelter' with large construction blocks. Children's early literacy skills are developing well. Staff share books with children and involve them in the story, asking questions about what is happening. Children have numerous opportunities to develop their curiosity. For example, young children practise rolling and handling skills as they use glitter, dough and various cutters to create pretend Christmas cakes.

Personal development, behaviour and welfare are good

Staff make time to share details about children's learning with parents. This promotes positive relationships with parents, overall. Children are keen to show their balance and coordination skills in the outdoor area. For example, children help to arrange different objects to make an obstacle course to jump, walk and slide across and demonstrate good physical skills. Two-year-old children are active as they fill and empty containers with leaves and mud. Children are independent and staff offer good support to promote their social skills. For example, children take responsibility and select cutlery, plates and pour their own milk into cereal bowls at snack time. Staff talk to children about the benefits of healthy eating and good hygiene procedures.

Outcomes for children are good

Close monitoring of the educational programmes by the manager ensures all children, including those who have special educational needs and/or disabilities make consistently good progress from their starting points. Children are motivated to learn new skills. They are happy, settle quickly and grow in confidence. They gain good skills in readiness for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY293964
Local authority	Hertfordshire
Inspection number	10063570
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	36
Number of children on roll	27
Name of registered person	St Paul's Walden Pre-School Limited
Registered person unique reference number	RP525010
Date of previous inspection	8 October 2015
Telephone number	01438 871166 or 07748 170675

St. Paul's Walden Nursery registered in 2004. The nursery is situated in the grounds of St. Paul's Walden Junior School in the village of Whitwell. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 5 to level 2. The nursery opens Monday to Friday, from 9am to 3pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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