

St Michael's Community Nursery

The Village Hall, Dell Close, Mickleham, Dorking, Surrey RH5 6EE



Inspection date	10 January 2019
Previous inspection date	9 February 2016

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

- Children are happy and settle quickly into the setting. They confidently explore their surroundings and actively engage in the many exciting activities that staff provide. Children enjoy learning and make good progress.
- Staff have secure relationships with all children, and have a good knowledge and understanding of their interests and stage of development.
- Managers and staff have a positive attitude towards continuous development and striving to improve. Since their last inspection, they have extended the outdoor woodland area to help further enhance children's learning opportunities outdoors. This has had a positive impact on children's confidence to explore and learn how to keep themselves safe. For example, they learn about road safety as they walk to the woods.
- Partnerships between staff and other settings that children attend are effective. They share information about children's learning, discuss next steps and work together to help provide a consistent approach to their on-going development.
- Managers and staff have good relationships with parents. Since their last inspection they have implemented new systems to help make it easier for parents to share information from home and be more involved in children's learning. For example, there are online systems that parents can log onto and a book sharing scheme to help encourage learning at home.
- At times, staff plan and provide too much for children to choose from, this means that they cannot support children at all of the activities to extend their learning.
- Occasionally, staff are not consistently aware of when younger, less confident children, are ready to share information about their learning.

What the setting needs to do to improve further

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

- review the planning of the environment and activities to enable staff to support and extend children's learning experiences more effectively
- develop how staff support younger and less confident children to share their achievements and be able to fully support their emotional well-being.

Inspection activities

- The inspector observed activities and staff's interactions with children indoors and outdoors.
- The inspector tracked some children's development, viewed their learning journals and discussed their progress with staff.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to managers, staff and children at appropriate times during the inspection.
- The inspector spoke to some parents to gain their feedback and views on the setting and staff.

Inspector

Hannah Barter

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a secure understanding of their responsibilities to protect children from harm. They have a confident knowledge of possible signs of abuse and how to record and report any concerns. The manager places high regard towards safeguarding, for example, she discusses current practice and guidelines during monthly staff meetings and sends staff on training to help refresh their knowledge. Recruitment and induction procedures are robust. The manager works closely with her deputy and committee to help ensure all staff are suitable, and that they receive on-going mentoring and training to help develop their practice. Staff are keen to develop their skills, and utilise training to strengthen children's learning opportunities. For example, communication training has made staff more aware of the importance of allowing children time to think and really listen to their thoughts and ideas.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. The manager works closely with staff to assess children's development and has a good knowledge of their individual stages. Staff engage with children effectively and, overall, provide good extension to their ideas. For example, children used blocks to symbolise how many people were in their family. Staff talked to children about who the blocks were meant to be which encouraged further discussion about their families. Staff further extended the activity by providing chalks for children to draw on the blocks. Children drew faces and confidently wrote letters such as 'M' for mummy. Children's imaginations are endless and inspire a number of activities. For example, they dug in the sand and suggested with excitement that they dig for gold. They used pipes and tubes to dig under the ground and then filled them with sand to 'explode' and find their treasure. Staff knew when to stand back and observe and when to use questions to further inspire children's imaginations.

Personal development, behaviour and welfare are good

Children behave well. They show considerable kindness towards each other and include each other in their play. Children value each other and are proud of their achievements. For example, when children discuss their achievements away from the setting, such as doing well in their swimming lessons, children cheer for their friends. This helps them feel valued and important. Children have a good understanding of how to solve problems and how to avoid possible conflict. For example, they use sand timers to help them share resources fairly. Children are highly independent. They clear away their food when they have finished, put their coats on to go outside and take themselves to the toilet.

Outcomes for children are good

All children make good progress and are well prepared for their next stage of learning and moving onto school. Children are keen learners and enjoy taking on new tasks and having a go. Children enjoy exploring books and confidently share their own experiences as they listen to their favourite stories. All children enjoy being creative and make marks in a variety of ways, for example, they use sticks in the sand and chalks on the patio. This helps develop their early writing skills.

Setting details

Unique reference number	122677
Local authority	Surrey
Inspection number	10066289
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	26
Number of children on roll	40
Name of registered person	St Michael's Community Nursery Committee
Registered person unique reference number	RP911533
Date of previous inspection	9 February 2016
Telephone number	01372361021

St Michael's Community Nursery registered in 1993. It operates from the village hall in Mickleham, near Dorking, Surrey. The setting opens each weekday during school term time. Sessions run from 9.15am to 1.15pm on Tuesday and Wednesday, from 9.15am until 2.45pm on Monday and Thursday and from 9.15am until 12.15pm on Friday. There are 10 members of staff; of these, eight have appropriate early years qualifications. This includes two staff with a qualification at level 6 and one member of staff who has early years professional status. The provider receives funding to provide early education for children aged two, three and four years.

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