

# St John's Nursery and Pre-School



St John's Nursery and Pre-School, Carter Street, SANDOWN PO36 8BL

<b>Inspection date</b>	11 January 2019
Previous inspection date	12 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 develop good relationships with well-qualified staff who are kind, caring and know children's individual personalities and needs well. Children develop good levels of self-esteem and settle happily.
- The well-organised learning environment supports children of all ages to confidently make choices about where they would like to play.
- Staff use a variety of methods to engage parents and involve them in all aspects of the nursery and pre-school. For example, they have regular meetings to discuss children's achievements and provide parents with ideas of how to support children's learning at home.
- The manager has a clear vision for the nursery and pre-school. She uses feedback from parents, staff and children to identify and develop areas for improvement.
- Staff work effectively with parents and other professionals to help to promote a consistent approach to support children's learning and development. All children make good progress, given their starting points. This includes those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.
- The management team recognises that they do not always make the best use of all monitoring systems to help them target support more precisely, to raise the quality of staff's teaching to a higher level.
- At times, high levels of noise in the pre-school rooms inhibit the learning of children who prefer quieter activities.

## What the setting needs to do to improve further

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

- extend the use of monitoring systems to help raise the overall quality of staff teaching practice to the highest level
- review the organisation of the pre-school rooms, to help raise children's awareness of the noise levels at certain times of the day and how these effect the learning of others.

### Inspection activities

- The inspector held conversations with the management team, staff and children throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector observed activities both indoors and outdoors to make a judgement on the quality of teaching and the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector sampled documents, including children records, policies, safeguarding information and checked evidence of suitability and qualifications of staff.

#### Inspector

Sarah Denman

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a firm awareness of child protection and understand their responsibility to protect children from harm. The management team follows effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so. Staff are deployed effectively throughout the day. They supervise children to keep them safe and meet their individual needs effectively. Staff make good use of new skills acquired to support children's ongoing learning. For instance, they use activities and strategies gained during recent training to help support and develop pre-school children's mathematical learning even further.

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

Children eagerly join in play activities alongside staff, who are very engaging and enthusiastic. For instance, babies delight in building a tower with the soft blocks as staff offer more and count as the tower is being built. Staff place a high importance on promoting children's communication skills. Staff interact with children at their level and make good eye contact. They extend children's learning, such as through questioning and modelling language to them. For example, staff supported younger children in their imaginative play about going to the shops by talking to them about what they need to buy and encouraging them to recall information from previous conversations. In addition, staff provided paper and pens for children to write their shopping lists on.

### Personal development, behaviour and welfare are good

All children are well behaved. They are kind, considerate and well mannered and understanding of each other's individual needs. Staff are positive role models and help children to share and care for each other. They help children to feel valued and offer praise, supporting their confidence. Babies develop strong relationships with their key person, who they seek out when unsure. Younger children learn about the importance of eating healthy foods and exercise and the effects these can have on their bodies. Older children are confident in managing some routines for themselves. For instance, they put on and take off their coats themselves and re-hang them on their pegs after playing outside.

### Outcomes for children are good

Children become effective communicators and explore their environment with confidence. They learn a range of skills that prepare them well for their move to school. Younger children are provided with a range of tools, such as different sized brushes when painting, which begins to develop their early literacy skills. Older children successfully learn to solve problems as they play. For instance, they compare the size of cars and investigate which car travels fastest down cardboard tubing.

## Setting details

<b>Unique reference number</b>	EY419751
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10060455
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	111
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Regan, Claire
<b>Registered person unique reference number</b>	RP515067
<b>Date of previous inspection</b>	12 May 2015
<b>Telephone number</b>	01983409696

St John's Nursery and Pre-School was established in 1997. It re-registered in 2010 due to a change in ownership status. The provision operates from the former St John's Church of England Primary School building in Sandown on the Isle of Wight. It is open Monday to Friday from 9am to 3pm, term time only. The nursery and pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The owner works in the setting as the daily manager. The provision employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above, including one with a foundation degree in early years.

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