

# Inspection of St Elizabeth's Nursery

St. Elizabeths RC School, Grove Road, Richmond, Surrey TW10 6HN

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Inspection date: 8 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children from diverse backgrounds attend St Elizabeth's Nursery. They arrive happily and settle in quickly. This is because there are strong relationships between children and staff. Children respond positively to cuddles and reassurance from staff. They show they feel safe and secure at the nursery.

Staff set high expectations for children's learning and behaviour. For example, they expect children to develop a wide vocabulary to enable them to communicate effectively. Children engage in a variety of meaningful and stimulating activities, in and out of the classroom. They particularly enjoy painting and exploring malleable materials, such as dough and sand. Children grow in confidence and develop strong self-esteem as they learn new skills. For example, they show increasing competency as they test their climbing, jumping and running skills outdoors.

Children show strong independence skills. For instance, they take age-appropriate responsibility for their own needs, including toileting. Children's behaviour is good. They listen and follow instructions well. Children take part in various cultural and religious festivals, such as Chinese New Year, Diwali and Easter. This teaches children about similarities and differences between people in their community. Children have positive attitudes to learning and are motivated to play.

## **What does the early years setting do well and what does it need to do better?**

- The manager leads the staff team by example. She is a passionate, committed and dedicated leader. For example, during the lockdown periods, she has worked with parents and committee members to keep the nursery open. This helped to minimise the disruption to children's learning.
- Staff observe and assess children's progress regularly. They support children, including those with additional needs, to make rapid progress in their learning. For example, children who are at an early stage of learning English catch up quickly in their language development.
- Staff interactions with children are good. They spend time talking and playing with the children. However, at times, staff do not make effective use of questions to challenge children's understanding and solve problems for themselves. This does not fully extend children's thinking skills.
- Children are beginning to show an interest in early writing. For example, older children have a good go at writing their own name. However, staff have not fully considered how to promote and extend children's emergent writing skills.
- Staff promote children's healthy lifestyles well. For instance, they provide children with plenty of opportunities to exercise and have fresh air. In addition, staff are consistent in ensuring children wash their hands before handling food to prevent the spread of germs and infections.

- The manager offers staff good levels of support and professional development. For instance, following training, staff have enhanced their knowledge of how to identify and refer children who might need additional support. This has had a positive impact on children's learning and development.
- Staff make good use of their skills to provide children with a broad and balanced curriculum. For example, they incorporate numbers, counting and shapes into a wide variety of activities. Children gain a strong awareness of mathematical concepts. Staff invite specialist professionals to the nursery, such as a music teacher to enhance children's experience.
- Parents are highly complimentary of the manager and staff. They particularly praise how well staff care and nurture their children. Parents find that the daily communication allows them to follow the activities their children undertake. This strong partnership has a positive impact on children's learning at home and in the nursery.
- Staff work successfully with other professionals to secure strong support for children and their families. This is particularly beneficial for children with delayed speech and separation anxiety.
- Children behave well. They are polite and play harmoniously alongside or with their peers.
- The self-evaluation process is evident. The manager continues to evaluate the quality of the provision to identify strengths and areas for improvement. She is currently reviewing the outdoor space to better support children who prefer to play in the natural environment.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know how to identify signs of abuse, including changes in children's behaviours that might indicate that they are being exposed to extremism. They understand how to report any concerns to protect children's welfare. Staff have a good awareness of hazards. They ensure furniture, equipment and toys are fit for purpose to ensure any risks to children are minimised. The manager follows safer recruitment processes to check staff are suitable to work with children. She deploys staff effectively. This enables staff to supervise children well, inside and outside.

## **What does the setting need to do to improve?**

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

- make more effective use of opportunities to extend children's understanding and encourage them to find solutions to the problems they face during their play
- increase staff's knowledge of how to extend children's emerging interests in early writing.

## Setting details

<b>Unique reference number</b>	511414
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10138180
<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 at time of inspection</b>	3 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	St Elizabeth's Catholic Nursery Committee
<b>Registered person unique reference number</b>	RP522057
<b>Telephone number</b>	020 8940 9141
<b>Date of previous inspection</b>	25 January 2016

## Information about this early years setting

St Elizabeth's Nursery registered in 1994 and it is located in the grounds of St Elizabeth's Catholic Primary School, in Richmond-upon-Thames. The nursery is open from 8.50am to midday and midday to 3pm, each weekday during school term time only. There are four staff members; all of whom hold appropriate early years qualifications at level 3. The nursery receives funding for free early years education for children aged three and four years.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The manager and the inspector completed a learning walk and discussed how staff organise the early years provision to support children's learning.
- Parents and staff spoke with the inspector to share their views on the quality of the provision.
- The inspector observed children's learning, inside and outside. She interacted with children at appropriate times during the inspection.
- The inspector scrutinised the required documents. She held meetings with the manager and committee members to discuss the quality of the provision.

We carried out this inspection 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.

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