

Inspection of St Peter's Nursery

St Peter's Church Hall, Laleham Road, Staines Upon Thames, Middlesex TW18 2DX

Inspection date:

28 March 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders have failed to ensure that they fulfil their statutory safeguarding responsibilities, to check that the staff working with children are suitable to do so. This has a significant impact on children's safety and well-being. Despite this, children enjoy the time they spend at nursery. They arrive happily and separate from their carers with ease. Children form close bonds with the nurturing staff. They excitedly show staff items they have brought from home for 'letter of the week'. Children find their own names to register as they arrive, which helps them to develop a sense of belonging and importance.

Children behave well. They are familiar with the routines and rules of the setting. Staff support children positively with behaviour through supporting turn taking and positive praise for helping each other. Children make good progress in their learning, including those with additional funding and with special educational needs and/or disabilities. The special educational needs coordinator works closely with parents, the local authority and support agencies to ensure that children's individual needs are met, and they receive effective, targeted support.

Children are curious to explore the environment and resources available. They freely move between activities, which have been prepared to reflect their interests and use this to plan engaging activities. For example, children were supported in using a hand drill to make holes in discs of wood, following an interest in a toy digger with a drill. This allows children to take part in real life experiences and discover how to use tools safely and with a purpose.

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

- The management committee, as the registered provider, has poor systems in place to monitor practice and to inform Ofsted of changes to the committee. As a result, Ofsted has not been provided with the information required to check the suitability of all committee members. However, the impact on children is minimised because committee members do not have any unsupervised contact with children.
- There is a strong focus on building children's language development. Staff speak clearly, repeating words to children and encourage them to try to say new words. This ensures children, including those who speak English as an additional language, learn new vocabulary. Opportunities such as group time and the use of songs help children gain confidence in speaking. Children confidently take turns to sing songs during group time, knowing that staff nearby can support them if needed. This builds their confidence in speaking and listening to others.
- Staff have positive bonds with children and have clear expectations on what they would like the children to learn next. However, at times the intention of what

they want children to learn is too general. This means, at times, staff do not focus enough on specific skills and knowledge that they want children to develop. Breaches of statutory requirements mean that children are not kept safe from potential harm. The children's safety, well-being and personal development are compromised, due to the weaknesses in safer recruitment.

- Parents feedback that staff know their children well and describe how the setting supports their children. For example, they describe how settling-in sessions help children build their confidence in leaving their parent for the first time. Additionally, parents comment on the good progress that their children have made since attending the setting. In particular, the support they have been given when they have a concern over their child's learning.
- The management team has a good understanding of the cultural diversity of the children and families in the setting. Opportunities such as celebrations and festivals are used to promote a sense of community, and celebrate the individuality of children. Recently a parent shared photos and stories to help celebrate the festival of Diwali.
- Staff take part in ongoing professional development. Training given from outside agencies on supporting children's speech and language has allowed staff to adapt their practice. This allows them to be more effective in supporting children with their communication skills.
- The management team evaluates the impact of the environment on the children's learning. They have clear systems in place for reviewing practice and planning for ways the setting can be improved. For example, a shelter in the garden can ensure children have access to the outdoors in all weathers more effectively.
- Due to the COVID-19 pandemic, parents and carers have been unable to enter the premises. Staff have adapted their procedures to ensure parents are well informed about their children's learning and development. For example, through organising telephone calls, emails, and private social media accounts.

Safeguarding

The arrangements for safeguarding are not effective.

The management committee does not ensure that newly recruited staff have fully completed safer recruitment checks in place, before working directly with the children. This means that not all staff have suitable enhanced criminal records checks in place. As a result, children's welfare is compromised. Until the inspection, some required recruitment checks for staff were not fully completed, such as enhanced criminal record and reference checks. The environment where children play is safe and secure. The manager makes sure that there are always sufficient paediatric first-aid trained staff on the premises. Staff have a good understanding of their safeguarding roles and responsibilities. They know how to identify signs that a child may be at risk of harm, including signs of abuse and neglect. Staff demonstrate suitable awareness of how to report concerns over a child or adult to the relevant authorities.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that an enhanced criminal record check has been carried out to ensure that every person is suitable to work directly with children	29/04/2022
implement rigorous recruitment checks to ensure all staff and volunteers who have regular contact with children are suitable to do so	29/04/2022
ensure the management committee have robust systems in place to understand and implement their roles and responsibilities effectively	29/04/2022
notify Ofsted of changes to the committee members, so the required suitability checks are completed.	29/04/2022

Setting details

Unique reference number	EY481157
Local authority	Surrey
Inspection number	10228930
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	33
Number of children on roll	16
Name of registered person	St Peter's Nursery School
Registered person unique reference number	RP533938
Telephone number	07703 814788
Date of previous inspection	4 October 2016

Information about this early years setting

St Peter's Nursery is a committee run group that opened in 1979 and changed to a charitable incorporated organisation in August 2014. The nursery operates from St Peter's Church Hall in Staines. The nursery school is open Monday to Friday from 9am to midday, term time only. The nursery receives funding to provide free early education for children aged two, three and four years. The committee employs five members of staff, including a manager and deputy. The manager has early years professional status, two members of staff hold a level 3 early years qualification and two staff are unqualified.

Information about this inspection

Inspector
Megan McClellan

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager took the inspector on a tour of the setting and explained how the curriculum is delivered. The inspector and the manager completed a joint observation and discussed the quality of teaching.
- The inspector observed children's interactions in play, and discussed their learning and development with staff.
- A sample of documentation was viewed, including staff's qualifications and first-aid certificates. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Some parents spoke to the inspector during the inspection. The inspector took account of their views.

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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