

Inspection of St Michael's Nursery School

Elm Bank Gardens, Barnes, London SW13 0NX

Inspection date: 29 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the nursery and this is reflected in the way they behave. For example, on arrival, they separate from their parents without hesitation and play happily throughout the session. The close relationships children build with staff help them to feel safe and secure. Children make good use of the free-flow system, which enables them to access the indoors and outdoors freely. They display high levels of motivation and excitement at discovering new things. For example, children delight in building three-dimensional 'houses' and looking for 'treasures' in the garden. In conversations with adults, they are friendly and show good levels of social confidence.

Children benefit well from staff's high expectations for their learning. They manage age-appropriate tasks, which support their independence. Children receive a broad and balanced curriculum, including a wide range of extra-curricular activities. Their participation in music and drama sessions, for example, builds up children's physical and social skills. Many children look at books for pleasure, using good language and literacy to describe what they see. Older children are able to recognise letters and write their names, in readiness for school. All children have very positive attitudes to learning.

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

- The provider, who is a very experienced professional, has maintained the strong quality of education in the nursery since the last inspection. She provides clear and effective leadership to staff, which benefits children well.
- Partnerships with parents, carers and other professionals are highly successful. Parents and carers are full of praise about the way staff teach and care for their children. They appreciate the regular information about how to support their children's learning in nursery and at home. This strong partnership contributes to children's overall success in their education.
- Children have strong mathematical skills. They are able to count from 1 to 10 and beyond. During activities, children delight in comparing items using words, such as bigger and taller.
- The nursery's special educational needs coordinator helps staff to support children who need extra support. Together, they work closely with other professionals, to deliver a consistent and targeted curriculum. The additional funding which the nursery receives is used effectively to close gaps in children's learning. This has had a positive impact on children's language, behaviour and social skills.
- Staff appreciate the 'amazing' support from the provider. They have opportunities to enhance their teaching practice. For example, staff have completed Makaton training, which enables them to support children's

communication skills more effectively. However, the monitoring of staff's professional development is not focused sharply to identify how individual staff members can raise their teaching to the highest level.

- Staff raise children's awareness of where fresh produce come from. They grow, harvest and eat together the fruit and vegetables they have planted with the children. This teaches children to be resourceful and self-sufficient.
- Children's behaviour is good. They play well together because staff foster respect and tolerance for all cultures, faiths and lifestyles. Special events, including birthdays, are warmly celebrated, strengthening children's self-esteem and sense of identity.
- Staff plan a wide range of activities and resources to promote children's creativity and imagination. For example, they teach children to make colourful headdresses, which enable them to express their thoughts and ideas.
- The provider and staff carry out home visits before children join the nursery to help them to settle quickly. This is effective, alongside the meaningful praises and encouragement, in supporting children's emotional well-being.
- The self-evaluation process is evident. After the last inspection, the provider reviewed the way they observe and monitor children's learning from the outset. This has enabled staff to identify what children should learn next. Consequently, children, including those who are disadvantaged, make good progress in their learning. Those who are moving on to school are well prepared for entry to formal education.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff understand their responsibility to safeguard children. They are aware of a wide range of safeguarding issues, including county lines and the 'Prevent' duty. There are clear procedures for reporting a concern about a child in their care. Children receive good levels of supervision from staff. They play in a safe and secure environment. The provider carries out rigorous checks to ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- extend staff's professional development and sharply focus on developing teaching to the highest level.

Setting details

Unique reference number	509698
Local authority	Richmond Upon Thames
Inspection number	10234581
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 5
Total number of places	52
Number of children on roll	60
Name of registered person	Debucare Ltd
Registered person unique reference number	RP527827
Telephone number	02088780116
Date of previous inspection	20 September 2016

Information about this early years setting

St Michael's Nursery School registered in 2000 and it is located in the London Borough of Richmond upon Thames. It opens from 9am to 3pm Monday to Friday, during term time only. There are 11 staff members; of these, the provider holds early years professional status and six hold appropriate early years qualifications at level 3 to level 6. The nursery receives government funding for children aged two, three and four years. It follows the Montessori approach to education.

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 her evaluation of the provision.
- The provider and the inspector conducted a learning walk together and discussed how the curriculum is planned and implemented.
- Staff, parents and children spoke with the inspector at appropriate times during the inspection.
- The inspector observed children's learning indoors and outdoors. She carried out a joint observation with the provider.
- The inspector looked at a sample of relevant documents, including staff's qualifications, training certificates and evidence relating to staff's suitability.

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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