

Inspection of St John's Nursery - Church Hall

St. Johns Church Hall, Church Road, Redhill, Surrey RH1 6QA

Inspection date: 20 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children excitedly enter the nursery ready for the day ahead, and they build good bonds with their key person and other members of the staff team. Children are curious and engaged learners. They are building their self-esteem and confidence in their own abilities and in learning about the differences and similarities between themselves and others. For instance, as children make handprints in paint, they discuss fingerprints with staff and how each person has a unique print individual to themselves. Children behave well. They patiently wait for their turn in sharing items and are able to manage their own emotions. This helps children to gain the skills they require for the next stage in their learning or their move on to school.

Children are able to play outdoors to support their learning. They feel safe and secure and are learning to manage small risks in their play. For example, children navigate their way around an obstacle course as they balance and use their increasing coordination skills. Children listen intently as they follow instructions. For instance, as they hammer nails into pieces of wood with real tools. This helps children to gain responsibility and higher levels of perseverance. Children are given praise and encouragement through the effective role modelling of the staff team. This helps children to build on their own self-esteem and pride in their achievements.

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

- Staff feel very supported and valued and have regular supervision meetings to build on their own practice. The leadership team precisely plans for professional development opportunities to help staff continuously raise their knowledge and understanding. For example, a recent training course has helped to increase staff awareness around changes to safeguarding the children in their care.
- Children make good progress, including those who receive funding or those with special educational needs and/or disabilities (SEND). The staff team carefully watches their development and plans challenging next steps for children's learning. Children with SEND are provided with targeted support to help them succeed to the best of their ability. Staff recognise the importance of working closely with other professionals to provide children with a joined-up approach towards their progress.
- Staff help children to develop positive attitudes towards caring for themselves. For example, children enjoy joining in with planned activities as they put toothpaste onto the toothbrushes and discuss the importance of why they should brush their teeth. However, staff do not consistently support or build on children's understanding of making healthy choices in the food they eat during mealtime routines.
- Children are building good levels of communication and language. They use a

wide range of vocabulary and are given time to answer the questions staff ask of them. Children are expressive and imaginative. They use their recall and memory skills as they eagerly discuss how tornadoes 'twist and spiral'. Children are building a love of books and stories and are able to access a wide range of information to build on their changing interests and ideas.

- The leadership team is very reflective in evaluating all areas of the nursery. It seeks the views of the staff team, the children and the parents to help inform areas for change. There is an ambitious plan in place to review and improve the outdoor area to enhance the learning and play opportunities for children. This helps to fully support children who prefer to learn in this environment.
- Children explore early mathematics in their learning as they build tall structures using different sizes of blocks. Children are able to find their own solutions to problems they may encounter. For instance, together they find something to stand on to be able to place additional bricks on top. However, staff do not fully consider how to challenge children's interest in mathematics to increase their abilities and understanding further.
- Partnerships with parents are strong. Parents feel like they are a large part of their children's development and successes at nursery. Parents are kept in touch through regular progress updates, planning for the next stages in their child's learning and face-to-face meetings with the key person. This helps to support children to continue to develop when at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to protect the children in their care. They are confident in how they would identify potential signs and symptoms of abuse and the procedures they would use to report concerns. This helps to protect the welfare of children. Staff use thorough risk assessments to help keep children safe when at the nursery. The leadership team follows effective recruitment and supervision procedures to ensure staff working with children are suitable. Recent training has supported staff to have the most up-to-date knowledge of safeguarding issues, such as the 'Prevent' duty and county lines.

What does the setting need to do to improve?

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

- develop further ways to support children to gain a better understanding about healthy eating and making good choices
- enhance the curriculum for mathematics, providing children with more opportunities to explore numbers, patterns and mathematical language.

Setting details

Unique reference number	EY561284
Local authority	Surrey
Inspection number	10194176
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	25
Name of registered person	St John's Nursery Group CIO
Registered person unique reference number	RP910494
Telephone number	07952 645065
Date of previous inspection	Not applicable

Information about this early years setting

St John's Nursery registered in 2018 and is located in Redhill, Surrey. The nursery operates term time only, from Monday to Friday, 8.30am to 4pm. The nursery employs five members of staff. One staff member holds a relevant level 6 qualification, two members of staff hold appropriate level 3 qualifications and one staff member holds an appropriate level 2 qualification. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwendolyn Andrews

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 operations manager and the duty manager and has taken that into account in their evaluation of the setting.
- The duty manager and the inspector completed a learning walk together and discussed how the curriculum for the setting is organised. The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector and the duty manager completed a joint observation together and discussed plans for evaluating any areas identified for improvement within the nursery.
- The inspector sampled a range of documentation, including suitability checks and staff qualifications. The inspector held a leadership meeting with the operations manager and the duty manager.
- The inspector observed the teaching and learning, both indoors and outdoors, and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments into consideration.

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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