

# Inspection of St. Michaels /St. Matthews Nursery

St Matthews Church, St Marys Road, London NW10 4AU

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Inspection date: 16 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happily arrive at the setting and they quickly choose what they want to play with and engage with their peers. They part from their parents easily as they have secure attachments with the kind and caring staff. Children behave well and are considerate of one another. Children invite their friends over to play; they share and take turns.

Staff help children to develop their independence from a young age. Babies explore their environment and select what they want to play with. The older children are 'little helpers' as they prepare the table and serve their friends at mealtimes. Children receive an abundance of praise and encouragement throughout the day to help boost their self-esteem and confidence. Staff are aware of the impact that the COVID-19 pandemic has had on children. They successfully plan activities and resources to narrow the gaps in children's development that have occurred as a result. They particularly understand that children need more support with their personal, social and emotional skills. For example, staff make great use of a 'tepee calm space' for the children to rest in to regulate their emotions.

Outside, children develop their physical skills as they run, climb, ride bicycles, jump and dig. Children use equipment such as magnifying glasses when they find a worm, which they explain will help them to see it 'bigger'. Children are curious; they move confidently between play areas and make their own play choices. Children are eager to further their knowledge of living things in the garden.

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

- The manager provides a curriculum that follows children's interests and encourages them to explore and investigate. Children are motivated to learn and show good levels of engagement during planned learning activities.
- There is a strong focus on promoting children's language skills within the nursery. All staff model a range of vocabulary, meaning that children consistently have opportunities to hear and practise new words. For example, staff teach the children words such as 'antenna' when they find a snail in the garden.
- The manager has a focus on improving children's understanding of oral health. Staff plan activities that support the children's understanding of the importance of brushing their teeth.
- The development of children's mathematical skills is good. Children know the correct language to use as they compare amounts, such as 'more' and 'less'. They are introduced to new concepts, such as half and whole. As a result, children make good progress in their mathematical development.
- Staff help children to learn about nature by growing their own food in the

nursery garden. Children watch as the plants grow and learn how to take care of them. They discover first hand where food comes from. Children learn about healthy eating through activities and routines.

- The manager has high expectations for all children. This includes the support for children with special educational needs and/or disabilities. The special educational needs coordinator and staff work in partnership with parents, the local authority and other professionals to ensure that children receive swift interventions.
- Partnerships with parents are strong. Parents praise the nursery for the help and support their children receive. They tell the inspector that their children have made strong progress since starting and enjoy attending.
- Staff share that they feel appreciated, supported and valued in their roles. The manager provides individual supervision meetings for staff to discuss their work and the children they care for. Staff undertake training and implement what they learn so that the children benefit.
- The manager has successful strategies in place that promote partnerships with parents and outside professionals. However, leaders recognise that more can be done to widen the children's understanding of cultural diversity and differences between themselves and others in the wider world they live in.
- Sometimes, during activities, staff do not consistently ensure that younger or quieter children have the chance to share their ideas and thoughts. For instance, during a baking activity, staff focus their teaching and interactions on the most communicative children and overlook the quieter or less confident children. As a result, some children lose interest and do not benefit fully from staff's explanations and learning experiences.

## Safeguarding

The arrangements for safeguarding are effective.

The manager carries out robust checks to ensure that staff are suitable to work with children. Staff receive safeguarding training and managers make sure that their knowledge is up to date. Staff have a broad understanding of safeguarding. They know the referral procedure and where to seek help if they have concerns about children's welfare or the conduct of a colleague. They undertake daily risk assessments of all areas used by the children to minimise potential risks.

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

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

- support staff to identify quieter children and how to successfully include them more in large-group sessions
- strengthen opportunities for children to learn about cultural diversity outside of their own community.

## Setting details

<b>Unique reference number</b>	EY240976
<b>Local authority</b>	Brent
<b>Inspection number</b>	10234678
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Learning Tree Nursery Limited
<b>Registered person unique reference number</b>	RP908175
<b>Telephone number</b>	020 8961 6399
<b>Date of previous inspection</b>	21 October 2016

## Information about this early years setting

St. Michaels /St. Matthews Nursery registered in 2003. The nursery is open from 8am to 6pm, from Monday to Friday, all year round, except for bank holidays. There are 10 members of staff. One member of staff is unqualified and the remaining nine all hold relevant early years qualifications from level 2 to level 3. The provider receives funding to provide early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Bethany Patrick

## 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 and the inspector had a learning walk throughout all areas of the setting and discussed the provider's intent for the early years curriculum.
- Parents, children and staff spoke to the inspector during the inspection, and their views were taken into account.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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