

Inspection of St Nicholas Nursery

22 Salmon Street, London NW9 8PN

Inspection date:

23 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children settle extremely well at the nursery and are confident learners. They learn many skills that give them an exceptional start to their education. Leaders have high expectations as to what they want the children to know and do. All staff are nurturing, and have an excellent understanding of what their key children know and need to learn next. This information is used to plan activities that capture the children's interests and help them achieve appropriate next steps in their learning.

Children are extremely confident at expressing their thoughts, using a rich vocabulary. Staff support this by planning activities that excite and engage the children. For example, when combining ingredients to make a volcano, the children enthusiastically spoke about how it was erupting and exploding like lava. This supports children to have excellent communication skills.

Children form strong bonds with staff and treat each other kindly and with respect, due to the high expectations that staff have of their behaviour. Children respond extremely well to these expectations. For example, when making a life-size skeleton, children persevere in placing the bones in the correct places, despite this being challenging. Children feel a great sense of pride when staff express how proud they are of the children's efforts.

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

- Leaders thoroughly consider the curriculum for communication and language. Staff use carefully guided approaches to introduce new vocabulary to the children through stories, rhymes and modelling new language. For example, they talk about 'exploding' and 'erupting' when making volcanoes. This supports children to make exceptional progress in their language development.
- Where children have gaps in their learning of communication and language, staff provide extra language skills support through planned small-group sessions. This enables children to catch up with their peers as quickly as possible.
- Children develop a love of reading through regular opportunities to listen to stories and rhymes. Stories are read in an exciting, engaging and interactive manner, in small group gatherings. For example, children were encouraged to act as different characters, using various voices, while sharing the story Little Red Riding Hood. All children learn new language from the regular sharing of songs and stories.
- Staff support children extremely well to understand their own emotions. Children learn to respect each other and listen to what others have to say. For example, they take part in small-group activities, naming emotions using photos of themselves. Staff encourage the children to talk about the reasons they may feel like this.

- Staff continually teach children important social skills, such as sharing and turn taking. This helps children interact well with their peers and form positive relationships.
- Staff carefully consider the curriculum for physical development, so that children make excellent progress. For example, the children dig, mix and stir in the mud kitchen, strengthening their arm and hand muscles. They participate in baby yoga or teddy tennis, developing their balance and hand-to-eye coordination.
- Provision for children with special educational needs and/or disabilities is exemplary. Staff are skilled at identifying children's specific needs early. They work with the local authority and advisory teachers to implement support strategies. For example, staff support children to learn how to communicate using actions alongside visual aids. Leaders carefully consider staffing to ensure that the right support is provided to help children reach their individual next steps of learning.
- Partnership with parents is exceptionally strong. Parents speak incredibly highly of the setting. They compliment the warm and caring nature of the staff. They are pleased with the regular sharing of information about their child's progress and how the setting provides extensive support to extend the children's learning at home. For example, story books are shared weekly to be taken home. This supports the children's communication and language skills and continues to expand on their vocabulary.
- Leaders place great emphasis on the well-being of staff, and have positive working relationships with them. Leaders work collaboratively with staff and are always available should staff have any concerns. This creates a positive working environment where staff enjoy coming to work and strive to help the children flourish.

Safeguarding

The arrangements for safeguarding are effective.

Staff have excellent knowledge of the actions and procedures to follow if they have concerns regarding a child's well-being. Important safeguarding information is displayed and easily accessible should staff need to access it. The manager has extensive knowledge and understanding of safeguarding procedures and is very clear where to go should further support be required. Leaders have a very robust and effective system to recruit staff and ensure their ongoing suitability. Staff teach children how to keep themselves safe. For example, a child expressed that he needed to wear oven gloves like an adult while baking his cake, so he didn't get burnt. Children understand how to manage risks safely for themselves.

Setting details

Unique reference number	EY483622
Local authority	Brent
Inspection number	10236994
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	31
Number of children on roll	31
Name of registered person	Inspired Learning Group (UK) Limited
Registered person unique reference number	RP534145
Telephone number	02082059744
Date of previous inspection	Not applicable

Information about this early years setting

St Nicholas Nursery registered in 2014. It operates in the London Borough of Brent. The setting is open from 8am until 6pm, every weekday, for 51 weeks a year. The nursery receives funding to provide free early education to children aged three and four years for 38 weeks a year. There are seven staff working with the children; of these, 6 hold qualifications at levels 2 and 3, and one is an apprentice.

Information about this inspection

Inspector

Haley McDermott

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 provider.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with the manager about nursery practices and procedures.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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