

# Inspection of St. Michael's Nursery

Bickington Road, Sticklepath, Barnstaple, Devon EX31 2DB

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Inspection date: 26 October 2022

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<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 benefit from a sequenced curriculum. This focuses on developing the children's communication and social skills during each stage of their time at the setting, preparing them effectively for school. The setting has established very strong links with the local schools. They invite teachers to take part in an event that parents can attend before applying for school places.

Children develop trusting attachments with the caring staff, who attend to their individual needs well. Young babies and older children seek out staff for cuddles and reassurance when they need it. Staff are warm and responsive. This helps children to feel safe and secure.

Children are excited to explore the setting, including the extensive outdoor area that has been very well developed to support their learning and development across all areas of learning. They are physically active in their play and encouraged to take appropriate risks as they balance, climb and use tools. Older children use tweezers and spades safely, showing good levels of control. Babies and toddlers enjoy learning to catch and throw balls as they play outside. Children develop independence skills as they manage their own waterproof suits and boots and put them away properly.

All children, including those with special educational needs and/or disabilities, make good progress in the setting. The special educational needs and disabilities coordinator (SENDCo) provides targeted support for children who require it and ensures timely referrals are made to outside agencies. This helps all children to achieve their full potential.

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

- Children are encouraged to develop a keen interest in the world around them. They learn how to grow vegetables from seeds and can explain what plants require to grow. Children excitedly point out vehicles they see. Younger children learn to identify different vehicles, such as tractors, and older children suggest where helicopters may be flying to, guessing South Molten and Landkey, for instance.
- Staff share books and stories in an engaging way, and children listen intently, suggesting what they think may happen and what they can see in the pictures. Staff ensure a wide range of books are available throughout the setting, many of which represent a wide range of cultures. Children who speak English as an additional language can take home dual-language books to share with their parents. This helps children to understand and value diversity.
- The majority of teaching is of a high standard, and many staff use effective

questioning to help children to express their ideas and knowledge. However, some less-experienced staff members do not consistently use the same teaching strategies to support children's learning as effectively.

- The manager is highly experienced, and, alongside the dedicated SENDCo, she makes exceptional use of additional funding to support children. For instance, they have identified a higher number of children with speech and language delays as a result of the COVID-19 pandemic. Consequently, they have employed a trained speech and language therapist to work in the setting, and they offer every child an assessment. Children who need additional support in this area take part in specialised sessions with the therapist.
- Children are supported to be healthy. They eat wholesome, nutritious meals prepared by the nursery cook. Children are taught about the importance of oral hygiene and handwashing. Children with allergies are well catered for and eat from labelled plates to avoid cross-contamination.
- Staff give consistent reminders of their expectations for children's behaviour, such as kind hands, listening ears and indoor voices. Children respond well to staff and develop good levels of self-control. They are praised for their manners and for sharing with their friends. Staff provide opportunities for children to talk about their feelings and a calm space for children to use when they need to. This helps children to develop an understanding of their emotions and how to manage them.
- Staff in the setting feel valued and supported by the manager. The manager meets with staff to give them supervision and check on their welfare. However, she does not consistently give staff targets for improvement in their professional development.
- Parents are very happy with the service the nursery provides and praise the staff for their impact on their children's learning and development. The setting keeps them well informed about their children's progress and gives them advice so they can support their children at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and confident in identifying any concerns that a child may be at risk of harm and know how to report this. Staff understand a range of safeguarding issues that may impact on children's lives, such as county lines and 'Prevent' duty. Recruitment processes are robust to ensure the suitability of staff. There are effective procedures in place to ensure children are safe on the premises. Risk assessments are carried out daily to identify any hazards.

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

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

- further develop the quality of teaching to a consistently high standard throughout the setting
- identify targets for improvement for staff as part of their continued professional development.

## Setting details

<b>Unique reference number</b>	EY463033
<b>Local authority</b>	Devon
<b>Inspection number</b>	10236189
<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>	0 to 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	St Michael's Learning Centres Ltd
<b>Registered person unique reference number</b>	RP906687
<b>Telephone number</b>	01271 327074
<b>Date of previous inspection</b>	23 January 2017

## Information about this early years setting

St Michael's Nursery registered in 2013. It is based in Barnstaple, Devon. The nursery is open each weekday, for 50 weeks of the year, from 8am to 6pm. The nursery receives funding for the provision of free early education for children aged two-, three- and four years-old. There is a team of 26 staff, 25 of whom work directly with children, and one cook. Nineteen members of staff hold a childcare qualification at level 3 or above, three staff hold a level 2 qualification and there are four unqualified members of staff.

## Information about this inspection

**Inspector**  
Den Russell

## 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 their evaluation of the provider.
- The manager, SENDCo and the inspector went on a learning walk across all areas of the nursery and discussed how the early years provision and curriculum are organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The manager discussed the leadership of the setting with the inspector.
- The inspector spoke to children and staff throughout the inspection.
- The inspector read statements from parents to gather their views.
- The inspector looked at 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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