

Inspection of St Jude's Church Nursery

Silver Street, Portsmouth, Hampshire PO5 3BW

Inspection date:

3 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children happily leave their parents to attend this nursery. They settle well, but not all children receive a good quality of education. Staff struggle to meet the children's learning and development needs. There are inconsistencies in what the staff want children to achieve and how staff provide this support. For instance, staff explain what the child is working on to develop further but this is different to their next step. Therefore, children are not making good enough progress in their development.

Children show they feel safe and secure. They confidently approach the adults for support. Children form lovely relationships with their key persons. However, staff are not deployed effectively to meet the needs of the children. For example, unqualified staff work together without the support of a highly qualified practitioner. As a result, staff are not fully supported to manage their workload.

Children independently access a variety of enjoyable and creative activities. There are a range of opportunities to promote children's physical development. For example, children carefully step on balance boards as they roll the ball into the hole. They are happy and laughing as they carry out this activity. Further opportunities challenge children's physical development. For instance, children climb on large equipment.

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

- The manager has clear intentions of what she wants the children to achieve. Staff sequence this through most of the nursery. For example, children work on independence before reaching the pre-school room. In this room, they focus on school readiness. This helps to prepare children for the next stage of their learning. There is a focus on children's social skills due to the impact of the COVID-19 pandemic. For example, staff encourage children to work and play alongside each other. However, the manager's intentions are not being implemented across the whole nursery. This has an impact on children's learning and development.
- Children have positive attitudes towards learning and generally behave well. They join in with group times. For example, children say, and use Makaton to sign, the daily prayer and sing the 'hello' song. However, this good behaviour is not consistent. On occasions, children do not take care of equipment. For example, they rip up books, rather than turn the pages. Therefore, children do not always follow the rules and expectations in the nursery.
- Staff support children with special educational needs and/or disabilities (SEND) generally well. Staffing ratios are greater. However, some children need one-to-one support, which is not always provided. In addition, unqualified staff

sometimes work with these children alone, without the support of qualified, experienced staff. This does not ensure children's developmental needs are consistently met.

- Staff feel supported by the management team. Supervision meetings and appraisals take place. However, these are not always effective in improving staff's teaching. Staff access training, but this is not always the most appropriate course. For example, staff would benefit from additional training on child development and SEND. The manager does not always target individuals' professional development.
- Staff work with other professionals, such as speech and language therapists. Funding for children with specific needs is used to purchase extra resources and provide more staff to work with the children.
- The nursery receives early years pupil premium funding. This allows the manager to purchase additional resources, such as books, to help promote children's communication skills. Staff operate a lending library. Children take books home to share with their parents, to help to develop their literacy skills.
- The manager knows the families well and works hard to support them. For example, she provides experiences that children would not normally get if they did not attend nursery. These include visits from local community workers, such as the police, and local musicians. This gives children new opportunities to find about the people in the area where they live.
- Parents are extremely happy with the care that is provided for their children. They have used the nursery for many years and like how some staff have been there throughout this time. Parents know who their child's key person is. This is shared with them in many forms, for example in a letter and photograph. Parents find staff approachable and supportive. This helps children feel safe and secure in their care.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff undergo regular training, including on the 'Prevent' duty. Staff understand their responsibilities to safeguard children in their care. They can identify signs that a child may be at risk of harm, including children being exposed to radicalisation and honour-based violence. All staff are aware of the procedures they need to follow when reporting a concern and how to follow this up. There is an in-depth induction process when they start, which helps to ensure all staff follow the nursery's policies and procedures. All staff have paediatric first-aid training, which helps them to deal with minor incidents effectively.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff understand their roles and responsibilities and are deployed effectively to meet children's needs, including children with SEND, at all times	03/03/2023
ensure staff receive effective supervision and ongoing coaching to support their professional development so they know what they want children to learn and how to teach this	03/03/2023
ensure staff have further support to identify and extend children's next steps in learning more swiftly, to help increase children's progress to the highest possible level	03/03/2023
ensure the individual needs, interests and development of each child are used to plan consistently meaningful and challenging learning experiences that build on what they already know and can do.	03/03/2023

Setting details

Unique reference number	143553
Local authority	Portsmouth
Inspection number	10263056
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 9
Total number of places	60
Number of children on roll	110
Name of registered person	St Judes Nursery School Committee
Registered person unique reference number	RP519696
Telephone number	02392 821726
Date of previous inspection	19 April 2017

Information about this early years setting

St Jude's Church Nursery registered in 1992. It is situated in Southsea, Portsmouth. The nursery is open each weekday, from 8am until 6pm, for 51 weeks of the year. It also operates an after-school club for children who attend the local school. The nursery is in receipt of early education funding for two-, three- and four-year-olds. There are 26 staff employed to work with the children. The manager holds a BA (Hons) degree in Education and Training. One member of staff holds an appropriate qualification at level 5, 13 staff members hold appropriate qualifications at level 3, and four members of staff hold level 2 qualifications in childcare.

Information about this inspection

Inspector

Harriet Povey

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they wanted the children to learn.
- The inspector spoke to staff during the inspection.
- Parents shared their views on the nursery with the inspector.
- Children spoke to the inspector, and the inspector observed them in their play. The inspector carried out a joint observation with the manager.
- The inspector met with the management team to discuss the leadership of the nursery and looked at relevant documentation, including evidence of staff 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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