

Inspection of St. Michael's Nursery

St. Michael's & All Angels Church Hall, Knatchbull Road, Stonebridge, London NW10 8JX

Inspection date: 4 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children separate quickly from their parents and are warmly greeted by staff. During handover, staff encourage parents to exchange information, such as who is collecting their child in the evening. Staff talk to children about the plans for their session as they enter the setting. Children quickly find activities in the main hall. The space is set up with a wide range of resources, including a large home corner, self-selecting creative area and a comfortable space to settle down to look at a book.

Children come together to participate in a morning circle time. Staff introduce songs and rhymes to support children's discussion about the days of the week and the weather. They quickly pick up on the words or actions that children make. This helps staff to reinforce children's social interactions and maximise their enjoyment. Young children are rewarded for their participation by praise and clapping at the end of each rhyme. Children smile, laugh and join in with the clapping, proud of what they can do.

Children separate into two groups. Children aged under three years stay in the main hall. Older children go to an area to focus on developing skills they will need to support the next stage in their learning. Children's behaviour is very good. Older children help their younger peers by holding their hand as they line up to go and wash their hands for snack.

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

- Staff have created a warm and welcoming environment. Children moving into the setting are well supported, as staff obtain as much information as they can from parents. Key persons plan activities based on children's likes and interests. Children happily explore their surroundings. Staff are caring and nurturing towards children, successfully supporting their emotional well-being.
- Staff use observations effectively to assess each individual child's level of development. They work with parents to identify children's next steps in learning and how new learning will be taught. For example, staff devise plans to toilet train children, which are agreed with parents. Plans are jointly implemented to ensure that children have consistent expectations between home and the setting and quickly make progress.
- Children hear lots of spoken language. Staff give children a running commentary on what they are doing. Staff use songs and rhymes to convey key messages to children. For example, children learn about how 'Mr Germ' stops the spread of germs by placing a hand over their mouth when they cough. Children begin to learn how to keep themselves and their peers healthy.
- Children have daily opportunities to participate in group activities. Staff lead

sessions where children enthusiastically sing or recite familiar rhymes and stories. Children hold hands and rock as they sing 'Row, row your boat'. However, on occasion, some staff do not include opportunities to develop younger children's knowledge of numbers.

- Staff skilfully use group activities to structure children's learning. Children eagerly participate in conversations about the benefits of eating five portions of fruit and vegetables a day. They comment that bananas contain 'potassium' to help their muscles. Children identify that bananas grow in 'tropical' environments and name places where they have visited and seen the fruit growing, such as Trinidad and Tobago, Jamaica and Dominica.
- Children with special educational needs and/or disabilities or those needing additional support are identified early. Experienced staff have strategies to support individual children. They obtain parental consent and make referrals to ensure that children are well supported. Staff establish good links to support services across the local authority to help children make good progress.
- Parents enthusiastically speak about the progress their child has made since attending the setting. Staff use weekly observations, photos and regular parents' evenings to keep parents well informed about their child's development. Parents thoroughly enjoy celebrating children's achievements by attending activities organised by the setting. Staff provide sports days, concerts and end-of-year graduation ceremonies, which are used as opportunities for families to spend time together.
- Leaders and managers have well-established systems to promote good practice. Staff have regular supervision and ongoing professional development through training to develop and extend their knowledge. Staff say they feel well supported and valued by leaders and are very happy in their work. As a result, staff retention is very good.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very secure in their knowledge of how to keep the children in their care safe. Leaders and managers use 'on the spot' questions, regular training and safeguarding discussions at every team meeting to keep staff's knowledge up to date. This ensures that all staff have up-to-date information on issues that may impact on children attending the setting. Staff complete daily health and safety checks to make sure that the setting is safe for children's use. Children have access to secure outdoor space, which is used throughout the day.

What does the setting need to do to improve?

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

- use all opportunities to develop and extend children's mathematical skills.

Setting details

Unique reference number	137846
Local authority	Brent
Inspection number	10281940
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	1 to 4
Total number of places	55
Number of children on roll	43
Name of registered person	Learning Tree Nursery Limited
Registered person unique reference number	RP908175
Telephone number	020 8965 3810 or 8965 7443
Date of previous inspection	8 December 2017

Information about this early years setting

St. Michael's Nursery registered in 1992 and is located in the London Borough of Brent. It is open Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. There are seven members of staff, all of whom hold relevant early years qualifications from level 2 to level 5. The setting is in receipt of funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Bernie Dunne

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 staff and has taken that into account in their evaluation of the setting.
- A learning walk was completed with leaders and managers for the inspector to view the premises.
- Observations of practice were made by the inspector, to assess how the curriculum is taught to children.
- Parents spoke to the inspector, to share their views of the setting.
- At an appropriate time, the inspector spoke to 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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