

Inspection of St John's Nursery

St. Johns Hall, Bourne Hill, LONDON N13 4DA

Inspection date:

2 May 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 receive a warm welcome when they arrive at this bright and spacious setting. They have familiar routines that help to structure their day. Children and staff talk and laugh with each other. This helps them to feel secure and comfortable at the setting.

Overall, children behave well. Children at the setting play kindly with each other. For instance, they talk to each other about how to care for others when they are sick. Children share resources and, at times, staff help them to understand why sharing benefits them and their friends. This demonstrates that children are learning how to be respectful to each other.

The learning programme in place does not always ensure children receive high-quality learning experiences. Staff do not consistently organise stimulating activities and resources. For example, some children do not demonstrate that they are highly engaged in the activities on offer. This shows that the quality of the education is not yet good.

Children who have special educational needs and/or disabilities (SEND) are receiving effective support. The manager liaises with other professionals and parents to ensure that effective strategies are put in place to support children's progress and development.

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

- Staff ensure children have daily access to the outdoor area, where they enjoy their play and have fun. In particular, the pre-school children take turns as they play on the slide. They roll vehicles down ramps and use balancing apparatus. These activities promote children's physical skills. However, at times, there are not enough staff to put the learning programme in place effectively, including where children choose to play outside.
- Overall, staff know children well. They build positive relationships with children and their parents. However, the key-person system for some children is less effective, which means that the key-person role is not consistently supporting children's progress and development to the highest level.
- Staff make sure that children's dietary requirements are met during well-supervised mealtimes. They ensure packed lunches, which children bring into the setting, contain healthy foods. This supports healthy lifestyles.
- The manager does not ensure that attendance records are accurately maintained, such as recording children's time of arrival and departure. However, there are systems in place to record when children are present in the setting and to identify when they are absent.

- The manager values the staff team. She is providing training and coaching to improve their understanding of supporting children with SEND to a higher level. This benefits children's long-term educational outcomes.
- The manager uses additional funding, such as early years pupil premium, appropriately. For instance, in collaboration and agreement with parents, she is using additional funding to provide sport sessions to further extend children's physical development.
- Children take part in listening and attention activities in small- and large-group learning. However, staff do not plan large-group activities effectively to support the learning needs of all children. For example, some children cannot always take part, listen and attend to what is being taught. This does not help all children to gain and retain knowledge.
- Staff show genuine enjoyment in reading books to children. They make books available to children in every area of the setting, and the reading area is inviting. Children develop a love of early literacy.
- Staff gather information about children before they plan for their learning. This includes information about children's home language. However, staff do not use this information fully. This does not support all children's communication and language development.
- Parents comment that their children happily attend the setting. Parents feel the manager and other staff are approachable. They can go to them with any concerns about their children's development and next steps. These regular communications between the staff at the setting and parents support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good awareness of safeguarding practices. They understand the importance of recognising any cause for concern about a child. They know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. The recruitment and induction of staff is thorough, and individual suitability assessments are completed. Staff carry out risk assessments to ensure that the premises are safe and suitable for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure an accurate record of children's hours of attendance is maintained.	26/05/2023

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

- develop the learning programme further to meet the learning needs of all children, with a particular focus on the pre-school age children
- strengthen the role of the key person so that it is consistently effective in promoting children's progress and development to the highest level
- review the planning of large-group activities, with a particular focus on helping the youngest children to listen and participate more
- increase staff's understanding of the importance of implementing children's home languages to further extend their communication and language development.

Setting details

Unique reference number	EY381241
Local authority	Enfield
Inspection number	10285115
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 4
Total number of places	48
Number of children on roll	44
Name of registered person	McGovern, Rita Kathleen
Registered person unique reference number	RP513947
Telephone number	07791 791202
Date of previous inspection	8 March 2018

Information about this early years setting

St John's Nursery registered in 2008. The nursery is open Monday to Friday from 9am to 3pm, during term time only. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine members of staff who work with the children. The manager has early years professional status, four staff hold level 3 early years qualifications, one member of staff holds a level 2 qualification and three members of staff are unqualified.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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 setting.
- The manager and the inspector completed a learning walk together.
- The manager and the inspector carried out a joint observation to assess the quality of the education provided.
- A meeting was held with the manager to discuss their leadership and management of the setting.
- The inspector spoke with staff at convenient times during the inspection.
- Parents spoke to the inspector about their children's experiences at the setting.

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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