

# Inspection of St John's Nursery and Pre-School

St John's Nursery and Pre-School, Carter Street, SANDOWN PO36 8BL

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Inspection date: 27 June 2023

<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 arrive at the nursery happy and excited to start their day. They are greeted by friendly staff who know them well. Staff support children to settle well and place a strong focus on children's happiness. For example, they are aware of children who need reassurance and ensure that they are supported effectively. This helps children to feel safe and secure. Children behave well and play together happily. They invite their friends to join in as they explore the water wall in the garden. They take turns as they skilfully pour water down piping to see how fast it travels. Children show acts of kindness as they cuddle together and say, 'You are my best friend.'

Children are eager to learn and they enjoy the activities offered to them. They benefit from a curriculum that is based on their interests. Enthusiastic staff plan exciting and challenging activities that motivate children to learn. For example, children show enjoyment as they spend long periods working out how to get toys out of ice. They use a range of tools to bang and tap at the ice. Staff extend children's learning by questioning and introducing new ideas. As a result, children decide to take the ice into the garden. They talk about how the sunshine will melt the ice faster.

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

- Staff have a clear understanding of the curriculum intent. They support children's developing language very well. Staff give children plenty of time to think and respond to questions. They speak clearly to children and introduce new language. For example, staff use words such as 'hydrated' when children drink their water. This helps children to build on their language and communication skills.
- Children enjoy their time in the garden. They develop their large motor skills as they play chasing games and climb up the steps to go down the slide. There are plenty of opportunities for children to develop their fine motor skills. For instance, they squeeze, roll and squash play dough and make marks with pens and chalks. This helps children to strengthen the muscles in their hands in preparation for writing.
- Staff know children well. They know what they can do and what they want them to learn next. Observations of children's progress and assessments are shared with parents. However, staff do not consistently share children's individual next steps in learning. This means that parents are not always aware of how to further extend their children's learning at home.
- The special educational needs coordinator (SENCo) is extremely passionate about supporting children with special educational needs and/or disabilities (SEND). Children with SEND receive effective small-group sessions to build their

attention and social skills. The SENCo has formed positive working relationships with external agencies. For example, she seeks advice and support from the local authority SENCo. This supports children to achieve their full potential.

- The manager has effective systems for the supervision of staff. Staff reflect on their practice and identify future learning. The manager has training plans in place to support ongoing professional development. However, some staff are yet to access opportunities to help them strengthen their understanding of their roles and responsibilities even further.
- Mathematical language is woven into everyday play. Children learn about volume as they play with water. They use different-sized jugs and containers to fill up the bucket to the top. Staff encourage children to practise reciting numbers in order. For example, children count their fingers and staff ask them what number comes next. Staff correct them if needed. This supports children to understand the sequencing of numbers.
- Staff teach children about the importance of a healthy diet and exercise. Children learn about healthy and unhealthy foods during sorting activities. Staff engage children in conversations about exercise. They talk about the regular sessions they have with a dance teacher. Children laugh as they say that they like to 'wiggle' to the music. This helps children to develop positive attitudes towards keeping healthy.
- Parents speak highly of the nursery. They praise staff for the support their children receive. Parents know who their children's key person is. Staff communicate successfully through daily chats and messages. This helps parents feel well informed.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding procedures. They are aware of the potential signs of abuse. Staff know the process for reporting concerns about children and any allegations against staff. The manager and staff carry out checks to ensure that children are able to play in a safe and secure environment. Accidents are recorded and parents are informed. Leaders are trained to follow safer recruitment procedures and ensure the ongoing suitability of staff.

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

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

- increase the information shared with parents to ensure that they are aware of their child's next steps in learning
- build on the arrangements for continual professional development and strengthen staff's understanding of their increasing roles and responsibilities.

## Setting details

<b>Unique reference number</b>	EY419751
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10297071
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	105
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Regan, Claire
<b>Registered person unique reference number</b>	RP515067
<b>Telephone number</b>	01983409696
<b>Date of previous inspection</b>	11 January 2019

## Information about this early years setting

St John's Nursery and Pre-School was established in 1997. It re-registered in 2010 due to a change in ownership status. The provision operates from the former St John's Church of England Primary School building in Sandown on the Isle of Wight. It is open Monday to Friday, from 9am to 3pm, term time only. The nursery and pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The owner works in the setting as the daily manager. The provision employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above, including one with a degree in early years.

## Information about this inspection

### Inspector

Kelli Wiseman

## Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account their evaluation of the provider.
- The manager and the deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The manager and the deputy manager shared their vision and ethos with the inspector.
- The inspector spoke to staff and children during the inspection.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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