

Inspection of St John's Nursery

Redstone Lodge, Philanthropic Road, Redhill RH1 4DG

Inspection date: 14 July 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 thrive in this delightful nursery. They choose to spend their time exploring the outside environment, engaging in a range of well-planned learning experiences. Children learn about different insects and their habitats. They excitedly run around the garden collecting natural items, such as bark and sticks, to create a bug hotel. Children show care and concern for living things as they carefully pick insects up and place them in the bug hotel. Children relish opportunities for sensory play. For example, children watch the colours change as they add paint to puddles and mix shaving foam and paint together.

Staff implement an ambitious curriculum, focusing on children becoming secure in their personal, social and emotional development. They teach children the language of emotions and encourage them to express themselves. For instance, in the morning, the children are invited to share how they are feeling and why. This helps children to feel valued and develops their emotional awareness. Staff use simple stories and a doll to help children understand situations they are experiencing, such as starting school. Children form strong relationships with their key person. They spend time together in their key groups during mealtimes and activities inside, which helps them to feel safe and secure.

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

- Leaders have high ambitions for the setting, and staff are proud to be a part of the team. Together, they strive for continuous improvement. Leaders provide staff with regular supervision and professional development opportunities. For instance, staff have attended training in supporting children with autism. This has led to them implementing strategies, such as focused small-group activities to help children's attention and listening skills.
- Staff have developed strong partnerships with parents. They share information about children's progress regularly to support children's learning at home. Parents describe the staff team as 'compassionate and caring' and comment on how much progress their children make.
- Staff provide activities for their key children that they know will interest and excite them. They consider how to embed children's next steps into their planned activities. Staff use their interactions with children to give them new knowledge. However, on occasion, staff move on from the topic quickly without checking that children understand the information they are being taught.
- Children make good progress in their physical development. They have many opportunities to build on their physical skills and strength. They show perseverance and resilience as they carefully balance on tyres and wooden blocks. Staff support children to develop the small muscles in their hands. For example, they encourage them to dig in mud and use scissors to practise

cutting.

- Leaders understand how to support the communication and language development of all children, including children who speak English as an additional language. They try different strategies to promote children's communication, such as technology equipment to record their home language. However, at times, staff do not consider how to encourage quieter children, particularly children who speak English as an additional language, to participate and engage in conversations.
- Children with special educational needs and/or disabilities (SEND) make good progress from their starting points. Staff swiftly identify when children may need additional support and contact other agencies in a timely manner. Staff follow the advice and guidance from professionals to help children make the best possible progress. Additional funding is used appropriately by the manager to support individual children's needs. Parents of children with SEND speak exceptionally highly of the staff team.
- Children are kind and respectful to one another. They concentrate during group activities and have a positive approach to learning. Staff promote children's independence and give them plenty of opportunities to do things for themselves, such as pouring their own drinks and putting on their shoes. This prepares children well for the next step in their education. Staff promote healthy lifestyles through conversations at mealtimes and snack times. They help to teach the children the importance of oral hygiene.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have a good knowledge of the signs that may indicate a child is at risk of abuse. They provide staff with regular training and refresh their knowledge during team meetings. As a result, staff demonstrate a secure understanding of safeguarding children, including the procedures to follow should they have a concern about a child's welfare. Staff complete daily risk assessments to ensure that the premises are safe and suitable. They deploy themselves well to provide good supervision. Staff know the procedure to follow if they have a concern about another member of staff's conduct.

What does the setting need to do to improve?

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

- improve teaching to make sure staff consistently check that children understand what is being taught and they have time to build on their knowledge and skills
- ensure quieter children, particularly those who are also learning English as an additional language, are able to practise their language skills.

Setting details

Unique reference number	EY495241
Local authority	Surrey
Inspection number	10295584
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	34
Number of children on roll	28
Name of registered person	St John's Nursery Group CIO
Registered person unique reference number	RP910494
Telephone number	01737 768415
Date of previous inspection	5 December 2017

Information about this early years setting

St John's Nursery originally registered in 1982 and re-registered in 2015 due to relocation of premises. It operates from Redstone Lodge, in Redhill, Surrey. It opens each weekday from 8am to 5pm, during term time. Funding is accepted for the provision of free early years education for children aged two, three and four years. A team of six staff work with the children, five of whom hold an appropriate early years qualification.

Information about this inspection

Inspector

Jade Orosz

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023