

St Mary's Nursery

St Marys C Of E Primary School, Brooke Road, London, E17 9HJ



Inspection date	8 November 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers are enthusiastic and dedicated to their role. Staff are well established and take pride in their work and have a genuine interest in promoting children's development. Together, they regularly evaluate aspects of their practice and implement changes to help build on the good standards provided.
- Staff observe and assess children's development regularly. They use this information to provide a range of exciting activities, and varied resources and equipment that promote their learning well. Children make good progress from when they start at the nursery.
- Staff build strong and positive relationships with parents. They consult with them, sharing information about their children's learning and organise family day trips out, providing ideas for parents to help their children continue to learn at home.
- Staff are nurturing and positive role models. The key-person approach is successful in helping children and families to form close bonds with staff before children start. Even babies very new to the setting already show a great deal of confidence and trust in their key person and surroundings. This helps to support their confidence and emotional well-being.

It is not yet outstanding because:

- On occasion, staff jump in too quickly and do things for younger children that they are capable of doing themselves.
- At times, staff do not always consider the impact of background noise when supporting babies and younger children to develop their concentration skills and encouraging them to engage even more deeply in large-group activities.

What the setting needs to do to improve further

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

- enhance opportunities for toddlers to try doing things for themselves and support them in developing their self-care skills even further
- improve the organisation of large-group activities to fully support the interests and concentration of babies and younger children.

Inspection activities

- The inspector observed staff interactions with children in play activities indoors and outdoors, and looked at the available resources.
- The inspector held discussions with the registered person and manager about leadership and management, safeguarding, risk assessments, and how they evaluate practice.
- The inspector held discussions with parents and took account of their views, along with written testimonials.
- The inspector looked at children's information, attendance records, development records, and talked to staff and children at appropriate times.
- The inspector invited the registered person to participate in a joint observation.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of how to identify children at risk of harm and what to do in those circumstances. The provider and manager regularly check staff's ongoing suitability. Staff deployment and high ratios are effectively maintained throughout the setting to ensure children are well supervised. The management team regularly reviews a wide range of policies and procedures that is used to support safe practice. For instance, staff complete robust risk assessments indoors and outdoors, and support children to understand potential hazards. The manager regularly monitors staff's ongoing assessments of children's levels of achievement and uses this information to help all children make good progress. Staff make good use of links with the host school and other agencies to help support children as they prepare to move on to the next stage in their learning. Staff share information about children's progress and routines with school teachers and parents, which helps to support continuity in children's care, learning and development.

Quality of teaching, learning and assessment is good

Staff have a good understanding of each child's level of development and what they need to learn next. For example, as babies gently pretend to feed their toy dolls, staff use simple words and sounds to continually encourage babies to babble and respond to their interactions. Staff encourage older children to think about how to solve problems they encounter in their play. For example, staff ask interesting questions to encourage older children to predict and think about what may happen next in the story they are reading. They introduce and explain the meaning of new words, such as 'multicoloured', to encourage them to develop their vocabulary and their early reading skills.

Personal development, behaviour and welfare are good

Rooms are laid out to meet children's needs and staff manage transfers between rooms well, so that children continue to develop confident social and emotional skills. In addition, robust mandatory training in risk assessment procedures and first aid, support all staff to ensure they are able to quickly respond to any accidents that may occur. Staff are consistently caring and kind to children and treat them respectfully. Children behave well. For example, babies learn to share toys and older children confidently negotiate taking turns during games. Older children also hold mature conversations with their friends and know how to use equipment, such as large apparatus safely.

Outcomes for children are good

Children develop confident physical skills. All children enjoy planned sports activities, such as balancing and safely jumping off large equipment, to support their coordination and promote team work. Babies enjoy activities that develop their small-muscle skills, helping to prepare them for early writing. Pre-school children learn to compare sizes and count confidently, as they use tongs and tweezers to pick up different shaped pom-poms. They learn to write their names and link letters and sounds in preparation for early reading.

Setting details

Unique reference number	EY500694
Local authority	Waltham Forest
Inspection number	1116892
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	92
Number of children on roll	89
Name of registered person	Nurseries Of St. Mary's & St. Saviour's
Registered person unique reference number	RP906482
Date of previous inspection	Not applicable
Telephone number	02085211066

St Mary's Nursery registered in 2016. The setting is managed by Nurseries of St Mary's and St Saviours. The setting is situated within the grounds of St Mary's Church of England Primary School in Walthamstow, in the London Borough of Waltham Forest. The setting operates Monday to Friday, from 8am to 6pm all year round, apart from bank holidays and two weeks during Christmas. There are 23 members of staff, of whom 15 hold appropriate early years qualifications, including one at level 6. The nursery receives funding to provide free early education for children aged two, three and four years.

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