

# St. Michael's Nurture Nursery

St Michaels Primary School, Hazel Grove, Bedworth, CV12 9DA



## Inspection date

15 August 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children benefit from a rich, very well-planned learning environment. They enjoy a wealth of opportunities to make choices and lead their own learning, adeptly supported by staff. They are curious, motivated and show a positive attitude to learning.
- Teaching across the staff team is consistently of a very high quality. Staff are well qualified and experienced. They get to know children really well and are highly responsive to their individual needs, interests and ways of learning.
- Staff closely monitor children's progress and ensure that support is swiftly focused on aspects where they need extra help to catch up with their peers. For example, a targeted programme is used to boost their listening, understanding and speaking skills.
- Children who have special educational needs or disability are supported extremely well. Staff work collaboratively with parents and other professionals, in order to promote a highly consistent approach to children's care and learning.
- Staff are excellent role models. They give children very clear guidance about their high expectations for behaviour. Children learn to share and wait for their turn. Staff help them to express their own emotions and begin to understand how others feel.
- Children's independence and self-care skills are promoted extremely well and they are encouraged to manage things for themselves as much as possible. Staff expertly foster children's sense of pride in their own achievements.
- Managers work in partnership with others providers in the locality. Together they collate data about the progress made by specific groups of children and identify any common gaps in achievement. They collaboratively find ways to address these, including sourcing relevant training, to raise outcomes for all children.

## What the setting needs to do to improve further

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

- continue to expand on the already excellent ways of engaging and sharing information with all parents.

### Inspection activities

- The inspector had a tour of the nursery with the children's centre manager and nurture nursery's acting deputy manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the acting deputy manager.
- The inspector held a meeting with the children's centre manager and the acting deputy manager of the nursery. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to a number of parents and carers and took account of their views.

### Inspector

Victoria Mulholland

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Children's safety is given a very high priority. Arrangements for safeguarding are effective. All staff thoroughly understand their responsibility to protect children. They implement policies, procedures and safe working practices to ensure children are kept safe. Managers are inspirational and highly successful in driving improvements to achieve and maintain excellence in every aspect of the provision. They employ excellent strategies to appraise staff and enable them to evaluate their own and one another's practice. Staff attend well-targeted training, and lead the implementation of new strategies and approaches in the nursery, further improving provision. Very strong links with the adjacent school nursery and other nurseries that children move on to facilitate a smooth transition for children.

### **Quality of teaching, learning and assessment is outstanding**

Staff have the highest aspirations for children and an excellent understanding of how they learn through exploration, investigation and play. Planning and assessment are precise and sharply focused. Highly effective teaching strategies help all children, including those who speak English as an additional language, to make excellent progress in relation to their starting points. Staff expertly pitch the level of language they use and employ visual cues, signing and gestures to support children's understanding. They follow children's lead and exploit every opportunity to build on and extend their thinking and learning. Children's large- and small-muscle development is promoted very well. For example, they use large equipment to climb and balance. Children enjoy joining in with a dough disco activity as they dance to music. They pat, squeeze, pinch and roll a piece of play dough and pass it from one hand to the other. This helps them to build coordination and control that they will need to develop early writing skills.

### **Personal development, behaviour and welfare are outstanding**

Initial home visits enable staff to work in very close partnership with parents to help children settle and to foster their emotional well-being. There are highly effective systems for sharing information with parents. Managers are keen to continue to extend and further enhance these arrangements. Children form positive attachments to key persons and develop warm, trusting relationships with them and other staff. They learn about special times and celebrations for their own and other families. Staff understand the importance of promoting healthy lifestyles. They offer healthy snacks and provide children with plenty of opportunities to continue their learning outdoors and be physically active. Children learn about managing risk, for instance, as they participate in activities in Forest School areas.

### **Outcomes for children are outstanding**

Children enjoy listening to stories and joining in with songs and rhymes. Their ability to listen, maintain attention and follow instructions is developing very well. They willingly participate in small-group activities and follow daily routines. Children are learning to compare sizes, talk about quantity, count and recognise numerals. They play happily alongside others and are rapidly growing in confidence and self-assurance. All children are making very good rates of progress and any gaps in their learning are significantly closing. They are extremely well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY494596
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1030032
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	The Diocese Of Coventry Multi-Academy Trust
<b>Registered person unique reference number</b>	RP534967
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	024 76494171

St. Michael's Nurture Nursery was re-registered in 2015. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one at level 7 and one with early years professional status. The nursery opens from Monday to Friday for 48 weeks of the year. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. The nursery provides funded early education for two- and three-year-old children. The nursery supports children who have special educational needs or disability and children who speak English as an additional language.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

