

Parish Nursery

Parish C of E Primary School, Charles Street, St Helens, WA10 1LW



Inspection date	26 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
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

- The provider and manager are extremely dedicated and committed to providing the highest standards of care and education. They display high expectations for staff, children and parents and successfully promote a culture of excellence and achievement for all.
- The provider, manager and staff team actively seek the views of parents and children when evaluating the overall quality of the provision. They consult with external advisers and the local authority to identify realistic and focused targets for improvement.
- Partnerships with parents are exemplary. Staff find unique ways to engage all parents in children's learning right from the start. They include parents in ongoing assessments, discussions and place a high value on contributions to learning documents. Learning at home is fostered through a wealth of stimulating activities, projects and highly effective systems for communication.
- Partnerships with the host school are excellent. Staff place a high priority on equipping children with the key skills required for future learning. They work cooperatively with the school teacher and other settings to prepare children emotionally for their move to school. Detailed learning records are used to clearly identify what can be done to progress children's learning to the next level.
- Staff are well qualified and display an in-depth knowledge of how young children learn and develop. They are highly skilled at interacting with children and provide endless opportunities to extend and challenge children's thinking and learning.
- Children's communication, language and literacy skills are supported extremely well. Staff use a wide range of highly effective teaching strategies to develop children's speaking, listening and vocabulary skills. Targeted intervention programmes help to further support children and successfully narrow any gaps in learning.

What the setting needs to do to improve further

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

- continue to develop the excellent methods for promoting ongoing professional development, particularly for less-experienced staff and for those working towards qualifications that increase the potential to maintain the high level of expertise in practice.

Inspection activities

- 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 provider.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is outstanding

The provider and manager display an accurate view of the nursery's strengths and weaknesses and continually look for ways to enhance their practice. Self-evaluation is precise and focuses on all aspects of the provision. Incisive monitoring of staff practice and children's progress helps to consistently drive the quality of teaching and outcomes for children forward. Systems for professional development are well embedded, personal and sharply focused on improving staff's practice and knowledge. Staff benefit from a wealth of training opportunities and use their enhanced knowledge to implement new ideas and teaching strategies. They are skilfully coached by more-experienced staff and encouraged to reflect on their own practice. The provider understands the value of enhancing professional development opportunities and has plans to extend systems further. The arrangements for safeguarding are effective. The provider and staff are vigilant about children's safety and welfare. They access ongoing training to support their understanding of child protection procedures and to keep up to date with changes.

Quality of teaching, learning and assessment is outstanding

Staff are highly skilled at supporting, extending and challenging children's learning. They are passionate about their roles and display extremely high expectations for all children including, disabled children and those who may have special educational need. Staff use their expert knowledge to plan a wealth of rich and varied learning experiences that capture children's interests. They skilfully question children, test their predictions and promote their recall skills. The manager meticulously monitors the educational programmes to ensure all activities are closely matched to children's next steps in learning. Assessments are thorough and help to quickly identify and target children who are making less progress in their learning. Staff know their key children extremely well and display a commitment to supporting them to reach their full potential.

Personal development, behaviour and welfare are outstanding

Staff place a strong emphasis on nurturing children's emotional well-being and self-esteem. Highly successful strategies help to support children's behaviour and social skills, including specialist intervention groups. Children are encouraged to think about, discuss and manage their own thoughts and feelings. Staff provide a highly stimulating and well-planned learning environment both indoors and outside. Children have excellent opportunities to make choices in their learning and develop their independence. They busily engage in self-chosen activities and display extremely high levels of involvement and enjoyment in their learning. Children freely access a wide range of tools and equipment that supports their physical skills and discuss the benefits of healthy lifestyles.

Outcomes for children are outstanding

Children make significant progress in all areas of their learning. Children typically start the nursery with communication skills below what is expected for their age and make rapid progress in this area. They are enthusiastic, independent and motivated to learn. Children are extremely well prepared for their next stage in learning and move to school.

Setting details

Unique reference number	EY477735
Local authority	St. Helens
Inspection number	981001
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	26
Name of provider	Parish C of E Primary School Governing Body
Date of previous inspection	Not applicable
Telephone number	01744678430

Parish Nursery was registered in 2014. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and the manager holds a foundation degree in Early Years. The nursery opens from Monday to Friday, term time only. Sessions are from 8.40am until 3.10pm. The nursery provides funded early education for three- and four-year-old children. It supports disabled children and children with special educational needs.

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