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|--------------------------|-----------------|
| <b>Inspection date</b>   | 12 January 2017 |
| Previous inspection date | 12 March 2013   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Good               | 2        |
| 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 manager and deputy lead the staff extremely well and maintain high levels of practice. They accurately recognise the setting's strengths and have clear, targeted goals. These are reviewed regularly to help them continue to identify further improvements to maintain outstanding outcomes and experiences for children and their families.
- Children benefit immensely from staff's exceptional partnerships with parents. Staff eagerly work with them to provide children with a very high level of consistent support and quality of care. Parents are involved extremely well in children's learning in the setting and at home, contributing to all children making excellent progress from their starting points.
- Staff use their in-depth knowledge of how children learn to plan highly challenging and stimulating activities. They skilfully adapt activities to respond to children's individual interests to enthuse their learning, so they remain exceedingly focused.
- Children are visibly happy. They quickly settle into the routine and are highly confident. Staff are extra caring and establish extremely positive, warm bonds with children, supporting their emotional well-being superbly.
- The manager and staff prioritise children's welfare at all times. For example, they thoroughly assess any risks to ensure a very safe environment for children to play.

## What the setting needs to do to improve further

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

- enhance existing systems for monitoring children's progress to strengthen how information is gathered and used about different groups of children.

### Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the deputy manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the management team and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's assessment folders.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Leaders and staff are highly vigilant and clearly understand their duty to protect children. They confidently know how to recognise and report any signs that indicate a child may be at risk of harm. The manager and deputy set high expectations and are extremely eager to support staff's professional development. Staff develop high-level skills and expertise, which they use to maintain outstanding levels of care and teaching. For example, staff attend training to develop their knowledge on how to support children who are learning English as an additional language, helping them to boost their communication development. The deputy manager monitors children's progress effectively to help her identify and address any gaps in their learning.

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

Children are visibly excited about the activities that staff carefully plan for them, and they eagerly join in. Parents offer their expertise in the setting to enrich children's activities further and provide them with high quality experiences. For instance, a parent who works as a photographer visited the setting to give children camera lessons to deepen their understanding about technology and how it can be used. Staff work with parents to make accurate assessments of children's abilities. However, staff are looking at how they can gather and use information on children's progress even better. Staff know their key children exceedingly well and they are highly responsive to their individual needs.

### Personal development, behaviour and welfare are outstanding

Children play excitedly in a highly welcoming, well-organised environment. Children have many exciting opportunities to learn about others in the community. For instance, staff provide an exceptional range of resources to enhance children's understanding of diversity, such as dressing-up clothes from different cultures. Parents are extremely keen to be involved in teaching children about their backgrounds to help strengthen children's understanding of others' differences. Children develop high levels of tolerance and mutual respect for others. Young children are very independent and learn to use equipment skilfully for their age. For example, they make their own food carefully during cooking activities, while responsibly using tools for cutting. They behave sensibly, develop high levels of self-esteem and learn to expertly manage risks.

### Outcomes for children are outstanding

All children make excellent progress and are extremely well prepared for their future learning. Babies move around curiously and explore the environment independently. Children listen attentively and express themselves very clearly and highly confidently. They gain excellent early reading, physical, personal, emotional and social skills.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY270205  |
| <b>Local authority</b>                           | Hackney   |
| <b>Inspection number</b>                         | 1061731   |
| <b>Type of provision</b>                         | Full-time 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>                     | 0 - 4   |
| <b>Total number of places</b>                    | 60  |
| <b>Number of children on roll</b>                | 27  |
| <b>Name of registered person</b>                 | St Michael's Nurseries Ltd  |
| <b>Registered person unique reference number</b> | RP907058  |
| <b>Date of previous inspection</b>               | 12 March 2013   |
| <b>Telephone number</b>                          | 0208 985 2886   |

St Michael's Nurseries Ltd registered in 2003 and is owned by St Michael's Day Nurseries Ltd. The nursery operates from the basement of a church in Clapton Park, in the London Borough of Hackney. It is open from 8am until 6pm every weekday, for 51 weeks of the year. The nursery employs six members of staff; of these, two hold early years professional status and three staff hold appropriate early years qualifications at level 3. The provision provides funded early years education for children aged two, three and four years.

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