

Inspection of Roxmead Nursery St Pauls

St. Pauls Church, Corbins Lane, HARROW, Middlesex HA2 8EL

Inspection date: 4 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children as they arrive and help them to settle in and get busy exploring the environment. The happy, relaxed atmosphere helps children to settle quickly. When children require emotional support, staff provide nurturing cuddles which calm and soothe them.

There is an ambitious curriculum in place which has a particular focus on developing children's independence skills and their communication. Staff carefully plan experiences in the setting based on children's interests. They support children with special educational needs and/or disabilities (SEND) extremely well. All children show high levels of engagement. For instance, staff ignite younger children's imaginations and curiosity as they get involved in mixing oil, water and flour together to make dough. With the help of the staff, who recall the events from the story of 'The Enormous Turnip', they roll and mould dough balls to represent the turnips in the story. This helps children to develop new knowledge and understanding and use this to make connections in their play.

Staff are good role models. They have taken care to teach all children positive behaviours and routines. They help children to build on these skills as they grow and move through each room. This eventually supports older children to listen carefully and benefit from the high-quality teaching, for instance during circle times. Children are prepared well for the transition on to school.

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

- The curriculum is carefully planned and sequenced. For instance, staff introduce core nursery rhymes and stories to support children's early language skills. They revisit these frequently as children move through the setting, which increases children's confidence in using and understanding language. Staff gradually introduce new rhymes and stories, expanding children's breadth of vocabulary.
- Staff teach communication and language skills explicitly. For example, children with SEND have one-to-one and small-group sessions to help them build on their vocabulary and practise their speaking skills. Older children practise their listening skills as they learn to use technology, for example as they learn how to get headphones on and listen to stories.
- Children show a positive attitude to their learning. For example, older children attempt to use safety knives to cut Brussels sprouts and carrots; they show determination as they carefully cut vegetables into small pieces. However, staff do not use this opportunity to consistently use mathematical language and develop concepts, such as learning about counting, shape, size or measure, to extend children's skills further.
- Staff plan the outdoor environment well to support older children in their

physical development. Children are highly engaged as they practise climbing large equipment and balancing on different-sized stepping stones and beams. Children improve their hand strength and control, such as when filling up water from the water butt to water the tomato plants they are growing.

- The curriculum for literacy is well sequenced throughout the nursery. Staff plan activities to help develop children's creativity and enjoyment for reading from an early age. For example, children recall the sequence of the story about 'The Enormous Turnip'. Children colour in pictures of characters and cut them out and glue them in order of events. Children are eager to take their turn to speak and share their ideas of what will happen next. In addition, parents borrow books from the nursery to share with children at home to support their communication, language and literacy skills.
- Children benefit from the nursery's strong links to external agencies. Staff support parents to seek advice from other professionals. The special educational needs coordinator and key persons are working closely with parents and the schools that children will be moving on to. This ensures that there is a consistent approach to supporting all children's needs.
- Staff enjoy working in this setting. The manager uses supervision sessions to ensure that staff are supported in their role and that any additional support they require is put in place. Although staff are provided with an online training platform and their training requests are responded to, the manager does not target specific training for all staff to develop their teaching skills even further.
- Partnerships with parents are a key strength of the setting. Staff develop very good relationships with parents. Parents receive regular updates about their children's achievements. Key staff work closely with parents to support and extend children's learning at home. Parents describe the staff as 'amazing' and that their children are treated 'as if they were part of the family'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider ways to further incorporate mathematical language in everyday play, for older children, so that they develop a better understanding of size, counting and shapes and measure
- monitor staff training and professional development opportunities, to focus more precisely on helping all staff broaden their opportunities to access more training, to raise the quality of their practice further.

Setting details

Unique reference number	EY536075
Local authority	Harrow
Inspection number	10351455
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	37
Number of children on roll	59
Name of registered person	Bright Ideas Teaching and Learning Ltd
Registered person unique reference number	RP532805
Telephone number	07946593470
Date of previous inspection	10 September 2018

Information about this early years setting

Roxmead Nursery St Pauls registered in July 2016. The nursery is located in South Harrow in the London Borough of Harrow. The provider employs eight members of staff, of whom five hold appropriate early years qualifications at level 2 and above, including the manager who holds a level 6. The nursery opens Monday to Friday from 8am to 6pm for 48 weeks of the year. It provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector about what they enjoy doing at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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.

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