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| Inspection date | 8 December 2016 |
| Previous inspection date | 12 December 2012 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The nursery is led and managed well. Systems for evaluating the provision are effective and contribute to the drive for excellence in all areas. Staff are passionate, enthusiastic and motivated. They work very well as a team, to meet children's individual care and learning needs.
- Relationships with parents and carers are exceptionally friendly and trusting. Partnership working is a particular strength of this nursery. Parents and carers hold staff in very high regard. They state that they are particularly grateful for the unwavering support that they receive in times of crisis.
- Staff know children well and support them in purposeful play. The quality of teaching is consistently good and sometimes outstanding, helping children to make good progress.
- Children benefit from a wide range of toys and resources to support their learning. Very good attention is given to planning for outdoors, helping to ensure that those children who learn best from being outside are able to do so.
- Staff are exceptionally caring towards children. Children come into the nursery readily and develop highly secure emotional bonds with staff. Staff know about children's home lives and talk to them about their families, significantly enhancing their sense of belonging.

It is not yet outstanding because:

- Staff do not always encourage younger children's attempts at experimenting with sounds and words, particularly when some children are reliant on their comfort objects.

What the setting needs to do to improve further

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

- help staff to encourage younger children to experiment more freely with sounds and words.

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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager/provider.
- The inspector held a meeting with the nursery manager/provider.
- The inspector took account of relevant documentation, such as the qualifications of staff and evidence of their suitability to work in the nursery.
- The inspector discussed the self-evaluation of the nursery with the manager/provider.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents and carers during the inspection and took account of their views. She also took account of written testimonials.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Staff reflect on activities and their daily practice. Some staff are new to the team but have settled quickly. Professional development is encouraged with a number of staff working towards higher qualifications, to support a high-quality care and learning experience for children. An effective programme of supervision fosters a culture of mutual support. The learning and development requirements are monitored effectively to ensure that children are making good progress from their starting points. Gaps in children's learning are effectively identified and addressed. Parents are actively encouraged to remain involved in their child's learning. They are kept well informed through written and daily verbal communication. Arrangements for safeguarding are effective. Staff are fully aware of their responsibility to protect children's emotional and physical well-being at all times.

Quality of teaching, learning and assessment is good

Staff talk confidently about where children are in their learning and development and what they need to do to support their continuing progress. Staff observe children as they play and evaluate their observations well to identify children's next steps. They are confident to carry through their findings into planning. Staff have a good understanding of how children learn. They plan and provide a wide range of activities that supports children's good progress. The thoughtfully planned playrooms effectively support all ages of children to engage in purposeful play. Staff in the baby room provide materials to help babies explore the natural world. Babies laugh as staff play peek-a-boo with them using lengths of fabric. Staff chat to older children and engage them in conversation, effectively supporting their developing vocabulary. They support children in role play, based on their own real and imagined experiences.

Personal development, behaviour and welfare are outstanding

The key-person system is implemented exceptionally well. In the absence of a child's key person, a backup person is identified, helping to ensure that children's individual care and learning needs continue to be met. Children behave exceptionally well and respond to the high expectations of staff. Children develop high regard for each other's needs and feelings. Staff are excellent role models who lead by example. Children talk confidently about feelings during role play activities, such as talking about baddies and goodies. Staff help children understand the benefits of being a goody. Children develop a highly positive sense of themselves. They develop positive attitudes towards each other and people from different backgrounds beyond their own experiences. Inclusive practice is at the heart of the nursery where every child is highly valued and respected as an individual.

Outcomes for children are good

Children are motivated and enthusiastic learners. They are confident in the nursery and readily access the toys and resources. They make good progress in their learning and development and develop the key skills needed for the next stage in their learning, such as moving on to school or nursery. Children manage their self-care needs, relevant to their age and level of ability. They understand that print carries meaning. Children give meaning to the marks they make.

Setting details

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| Unique reference number | EY449792 |
| Local authority | Suffolk |
| Inspection number | 1060318 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 3 |
| Total number of places | 43 |
| Number of children on roll | 56 |
| Name of registered person | Constable Country Childcare Committee |
| Registered person unique reference number | RP910495 |
| Date of previous inspection | 12 December 2012 |
| Telephone number | 01206 391472 |

St Michaels was registered in 2012. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including the manager who has early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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