

# St Paul's Nursery at St Barnabas Site

St. Barnabas Church, Ladypool Road, Balsall Heath, BIRMINGHAM, B12 8JU

<b>Inspection date</b>	25/04/2013
Previous inspection date	14/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff plan exciting activities based around children's interests and needs. Children make good progress in their learning because staff use effective assessments to plan each child's next steps in learning.
- Effective monitoring and self-evaluation in the nursery mean that there are continuous improvements in children's learning experiences. Staff work well together as a team to identify and act upon improvements in the provision.
- Children's health and well-being are given high priority. Staff encourage them to be independent in their personal care routines and in their choices of activities.
- There is a strong partnership with parents and carers and they are fully involved in their children's learning. This is because they are encouraged to share information about their children and to support their learning both at home and in the nursery.

### It is not yet outstanding because

- There is further scope to extend children's learning through focused planning and teaching using observations of children's individual learning styles.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the large playroom and the outside learning environment, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager and the provider of the provision.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

St Paul's Nursery at St Barnabas Site is one of four early years settings run by the committee of a community and voluntary organisation. It was re-registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It operates from one large room in St Barnabas's Church. The nursery serves the local area and is accessible to all children. It opens Monday to Friday from 9am to 12pm and 1pm to 4pm during term time only. There is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3. Children attend for a variety of sessions. There are currently 48 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities, and receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance observations of children's individual learning styles to further extend their learning across all areas of the curriculum through more focused planning and teaching.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children's ages range from two to four years old and they all share the large, welcoming room in the nursery. This is very well set out with exciting activities and resources which all children are able to access easily. This enables them to make choices in their play and learning. Staff use detailed observations of children to plan activities that build on their learning and take their interests and needs into account. This means that all children make good progress and are engaged in their learning. There is further scope for staff to observe children's individual learning styles in order to focus their planning and teaching so that children extend their learning even more effectively. Teaching is good and staff develop children's communication and language skills well. Children who speak English as an additional language are supported well because staff encourage them to speak in their home language and use corresponding words in English. This means children are learning basic English words and are beginning to use them in context.

Parents and carers are encouraged to share information about their children when they first start and on a daily basis. This gives staff a starting point on which to build and provides them with a full picture of children's achievements. This enables them to plan effectively to meet the needs of each child. The nursery organises several sessions each year when parents join in with their children at the nursery to produce artwork or take part in cooking activities. This shows them how children learn through play and how they can best support children's learning at home. They are very well informed about nursery policies and procedures and about how the Statutory Framework for the Early Years Foundation Stage is used to enable children to make good progress in their learning and development.

Children enjoy digging in the soil in the outdoor area. They fill buckets with soil and find ways to move these to another area. For example, a three-year-old child hangs a bucket on each handle of a doll's pushchair to move it easily. Children grow flowers and vegetables and visit the children's centre farm nearby, so that they are learning about nature and care of living things. They develop their physical skills well through their use of climbing and balancing equipment on their visits to the local park and with the wheeled toys, bats and balls at nursery. They enjoy movement sessions to music, as they move their whole bodies and are imaginative in their movements. Children develop their language well as they pretend to be doctors or builders, using the exciting range of role play resources and dressing up clothes. Staff introduce new vocabulary to children, such as 'stethoscope' and 'sieve' and interact well in children's play. The nursery is rich in print, so that children learn to recognise familiar words, including their names. Staff question and challenge children well in their learning. For example, during a story about bath time, children are enthusiastic in sharing their own experiences and telling the group which toys they like to play with. They count the ducks in the pictures and identify colours correctly. Staff teach children mathematical skills in this way and through number rhymes and activities. All children are well prepared for the next stage in their learning.

Children with special educational needs and/or disabilities are supported well in the nursery, as staff work closely with parents and other professionals, such as an educational psychologist and children's centre development staff. Children are included in the life of the nursery and are making good progress at their own pace and level.

### **The contribution of the early years provision to the well-being of children**

Children's behaviour is very good, as staff teach them to share the toys and to be kind to each other. They mediate gently when children are reluctant to let others have a turn to play in the pedal cars and explain that they must share. Children tidy up willingly and there are very good relationships between staff and children. Staff frequently praise children for their achievements and good manners, which they encourage at all times. This builds children's confidence and good self-esteem. Staff also achieve this as they encourage more reluctant children to sing in front of the group or choose songs. The other children clap and cheer, which makes the children smile and gives them the confidence to do this again. Staff make children feel valued, as their birthdays are celebrated and they create their own piece of collage work to decorate the birthday board.

Staff encourage children to be independent in their personal care routines, such as getting their own tissues and putting their coats on. They serve themselves at snack time and choose and pour their own drinks. Key persons work well with parents on children's toilet training and share information about their routines and well-being so that their needs are well met. Children have healthy snacks at the nursery, such as cucumber, red pepper and tomatoes. Staff teach them to keep themselves safe, as they remind them not to run indoors. They learn to manage risks safely during their use of the climbing equipment at the park. Children's health and well-being are very well protected, as staff know which children have allergies and medication records are very well kept.

Children feel secure and happy in the nursery, as they are confident to ask staff for toys that are out of their reach or to help them put their coats on. They sit happily with staff to look at books and enjoy including them in their play. Photographs of children and their families are displayed in the room and children are able to hold these for comfort if they wish. The caring staff comfort children if they are upset and distract them with toys, so they soon cheer up. Transitions to school are managed well, as there are close links with local primary schools, and staff invite teachers to visit children at the nursery before they start. They share information about children's progress and needs and this continues after children start school, so that their needs continue to be met.

### **The effectiveness of the leadership and management of the early years provision**

The manager monitors teaching and planning in the nursery very effectively. She supervises and appraises staff to ensure that their knowledge and skills are used effectively to enable children to make good progress. The manager of children's services at the linked children's centre oversees the monitoring process and the manager's performance. A local early years adviser also assists staff in their monitoring of the provision through regular visits and assessments. Staff reflect on planning and teaching each day so that they are working effectively to build on each child's learning.

Self-evaluation processes are well focused and include input from staff, parents and children. Parents make suggestions for improvements or put forward ideas. For example, they say they would like to take part in more baking activities with children at the nursery, so staff arrange a workshop for them to do this. Children's opinions are highly valued and their comments about the activities they enjoy are displayed in the nursery. Staff identify areas for improvement and use an ongoing action plan to maintain continuous improvement. One result of this is that some resources, such as the cars, are set out on the floor, as children prefer to lie down to look at them and play with them. Staff training and professional development focuses on improving staff's knowledge and skills in order to provide rich and varied learning experiences for children.

Children are very well safeguarded in the nursery, as staff have a thorough understanding of child protection. The premises are very secure, as parents are only let in by staff and children are signed in and out so that staff know who is present in the event of an emergency. Fire drills are practised regularly with the children, and staff supervise them vigilantly at all times. Very detailed and effective safeguarding and health and safety

policies are adhered to, and the manager ensures that all staff fully understand how to implement these. Meticulous risk assessments ensure that children are safe, both on and away from the premises. Robust recruitment procedures ensure that all staff are suitable to work with children, and new staff, students and apprentices are extremely well supported in becoming familiar with nursery procedures and expectations so that children are safe.

There are strong links with parents and carers and with other professionals, with whom staff work closely to support the individual needs of all children very effectively. Close links with other local early years providers mean that staff share ideas and best practice at regular network meetings in order to strive for continuous improvement. The nursery provides a very happy and secure foundation on which children build their future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY341942
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	878235
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	48
<b>Name of provider</b>	St Pauls Community Development Trust
<b>Date of previous inspection</b>	14/10/2009
<b>Telephone number</b>	0121 464 6349

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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