

St. Benedicts Children's Centre

St. Benedicts Infant School, St. Benedicts Road, BIRMINGHAM, B10 9DP

Inspection date	02/12/2014
Previous inspection date	20/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 have expert understanding of how children learn through play. They use children's interests as starting points for a wide range of activities and experiences to promote children's learning. They support children's development of language and communication skills very well.
- Children develop confidence and thoroughly enjoy being at the nursery. They are effectively supported by attentive and encouraging staff who ensure that children behave very well and make very good progress.
- Managers and staff are committed to working in partnership with parents and professionals to ensure that children's needs are met and to promote consistency in their learning and care.
- Highly effective arrangements are in place to ensure that children are safeguarded. Staff have a good understanding of their responsibilities for protecting children. They implement robust procedures in order to ensure children's safety.

It is not yet outstanding because

- Staff do not always maximise opportunities for children to exert themselves and be involved in strenuous activity.

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 had a tour of the premises with the lead practitioner.
- The inspector observed teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Victoria Mulholland

Full report

Information about the setting

St Benedict's Children's Centre was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated within St Benedict's Infant School in the Small Heath area of Birmingham. The nursery is part of the Cole Heath Locality. It operates from one main room. Children also have access to an enclosed area for outdoor play, a large room in the adjacent Community Lodge, and two school playgrounds. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications, including one at level 2 and three at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and from 12.30pm until 3.30pm. There are currently 27 children on roll who are in 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.

What the setting needs to do to improve further

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

- enhance children's understanding of healthy lifestyle practices by giving them more opportunities to be involved in strenuous activity; for example, as they move around in a variety of ways, such as running, jumping, skipping, hopping and dancing.

Inspection judgements

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

Staff fully understand the learning and development requirements of the Early Years Foundation Stage. The quality of teaching is consistently good. Staff place strong emphasis on a child-centred approach to their work. They are very responsive towards children's interests and ideas. Children have plentiful opportunities to explore and take the lead in their learning. Staff support, facilitate and extend children's ideas. They use their expert understanding of how children learn through play to provide a wide range of rich experiences to promote children's learning. Staff are purposeful in confirming to children that their ideas and suggestions are valued during discussions and activities. As a result, children's personal, social and emotional skills are well supported. The promotion of children's communication and language skills is a particular strength of the nursery. Staff use a variety of strategies to support these. For example, staff model language and repeat back what children say. They make the most of opportunities to extend children's vocabulary. Staff use visual aids, gestures and some sign language alongside speech. They sometimes speak with children in their home language. These strategies ensure that the large number of children who speak English as an additional language are very well supported in their understanding and learning of English. Staff engage children well in conversations that extend and develop their understanding and enable them to make links

between experiences. Early literacy and numeracy skills are promoted as staff encourage children to count, join in with stories, songs and rhymes and make marks with a wide variety of materials. This actively supports children in acquiring skills that they will need in readiness for school.

Before children start attending the nursery, staff visit them at home. This facilitates the beginning of good relationships and enables staff to identify children's starting points and individual needs. Throughout the year, staff carefully observe children and meet daily to discuss and evaluate their learning. They identify next steps and plan how they will support children to achieve these. Staff track children's progress and identify any areas where they need additional support. They liaise very well with partner professionals within the Cole Heath Locality to target specific support for children and families. For example, the Locality teacher runs intervention groups in the adjacent Community Lodge to support children's development of communication and language. As a result, all children make very good progress in relation to their starting points.

Nursery staff develop very good relationships with children and their families. Parents and carers have daily opportunities to talk with staff. Key persons maintain children's learning journey records with photographs and observations of their learning and activities. Children have regular opportunities to share these with their parents. Key persons also complete quarterly progress summaries and share these with parents during review meetings. Parents are invited to add their own comments about children's learning and development. Children have weekly opportunities to take home a book to share with their parents. Staff provide a home-reading record book to enable parents and children to record their comments about their shared reading experiences. Consequently, a consistent approach to children's learning, both at home and in the nursery, is effectively promoted.

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

Staff work in partnership with parents and carers to support children as they start in the nursery. Children are offered a gradual settling-in process which is tailored to their individual needs. The key-person arrangements reflect the nursery's child-centred approach, building on natural connections that children make with staff during settling-in sessions. As a result, children settle quickly and staff establish warm, positive relationships with them. Parents comment that 'the staff have been amazing, extremely helpful and made settling in very easy'. Staff are passionate about giving value to children's interests, suggestions and ideas. They actively encourage children to join in and contribute during group times. For example, children are given opportunities to choose songs, sing a solo or lead others in singing. As a result, they feel valued and develop confidence, which raises their self-esteem.

Staff teach children about good hygiene and healthy practices. Children learn to keep themselves safe as staff remind them about the importance of washing their hands before eating, and after toileting or playing outside. The nursery is an accredited 'healthy setting'. Staff provide healthy snacks, such as fresh fruit, and children have opportunities to drink fresh water or milk throughout the session. Staff involve children in growing herbs and food, such as tomatoes. This supports children's understanding of where food comes

from. Children have daily access to fresh air as they play outdoors. They develop large muscle skills as they push, pull and pedal wheeled vehicles. They learn to manage risks when they use the more challenging climbing frames in the school playground. However, there is scope to further enhance opportunities for children to exert themselves and be even more involved in strenuous activity, such as running, jumping, skipping, dancing and hopping.

Children behave well because staff are very good role models and provide clear guidance for children about their high expectations for behaviour. Staff teach children about sharing and taking turns and reinforce their positive behaviour with praise and encouragement. As a result, children are happy and enjoy what they are doing. They learn to play alongside and cooperatively with others. Children have excellent opportunities to exercise choice and follow their own interests as they select from the wide range of resources and learning opportunities that staff provide. They are very well supported by attentive adults. Children develop independence and personal care skills as staff encourage them to try to do things for themselves, such as putting on, taking off and hanging up their own coats. Staff involve children in routine tasks, such as tidying away resources, which builds children's sense of responsibility and cooperation. The strong emphasis placed on promoting children's development of confidence and independence effectively supports them in becoming emotionally ready to move on to school. The nursery has good links with the adjacent infant school. Reception teachers from all schools to which children will move on to are invited to visit the nursery in the summer term to meet the children. An end-of-year 'graduation day' offers parents and children the opportunity to reflect on and celebrate their learning and achievements. As a result, children are well supported to adapt to change at the end of their time in the nursery.

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

The nursery benefits from having a well-established, highly committed staff team. Very effective arrangements are in place to ensure that children are safeguarded well. All staff have a thorough understanding of their roles and responsibilities in regard to safeguarding and promoting children's welfare. Staff demonstrate clear understanding of procedures to follow if they have any concerns about a child. All staff receive regular training in safeguarding and paediatric first aid. Robust recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Leaders make sure that policies and procedures are regularly reviewed, known to staff and parents, and are implemented appropriately to ensure the safety of children.

Managers and staff have a very good overview of children's learning and development. They track the progress of each child and are effective in supporting children to achieve their next steps for learning. There is a strong focus on evaluative and reflective practice to ensure that all children make very good progress across the seven areas of learning throughout their time in the nursery. Managers and staff quickly identify where children need additional support so that their needs are met and support is secured from partner professionals and external agencies where appropriate. Effective systems for monitoring staff's performance and professional development enable leaders to ensure high standards

in staff's practice. Managers thoroughly assess and evaluate their provision and regularly provide opportunities for staff, parents and children to share their views. They take these views into account when identifying strengths and priorities for further improvement.

Managers and staff place very strong emphasis on providing all-round support for children and their families. As a result, partnerships with parents and carers are good. Managers and staff offer regular 'workshop' sessions to promote the sharing of information between the nursery and parents. For example, recent workshops focused on supporting children's early reading skills and on the promotion of language and communication skills. Managers and staff work closely with local children's centres and partner professionals within the Cole Heath Locality to offer families a wide range of services and support. Managers and staff are committed to working in partnership with parents and professionals to ensure that children's needs are met and to promote consistency in their learning and care.

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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY394402
Local authority	Birmingham
Inspection number	859610
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	27
Name of provider	Birmingham City Council
Date of previous inspection	20/05/2010
Telephone number	01216756730

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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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