

# St. Benedicts Day Nursery



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

<b>Inspection date</b>	5 September 2018
Previous inspection date	2 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The manager is committed to providing a high-quality provision. She works hard alongside her experienced and dedicated staff team to continually improve outcomes for children. They have high expectations and consistently reflect on and evaluate their practice to drive further improvements.
- Staff place a high priority on supporting children's emotional development. Staff have a very kind, caring and reassuring approach. The atmosphere is warm and friendly. Children are keen to play and learn. They make good progress.
- Staff support children and their families very well. Partnerships with parents are very effective. Staff share a wealth of information about children's care and learning. Parents are extremely complimentary about the service provided.
- Staff place a strong focus on promoting communication and language development. They are skilled at enhancing children's understanding and speaking skills.
- Staff are good role models for children. They teach children to share, take turns and to negotiate solving problems. Children behave well.

### It is not yet outstanding because:

- Staff do not always receive highly effective support to raise the quality of teaching to an outstanding level.
- Although staff monitor individual children's learning well, they have not yet established effective systems to monitor the progress of different groups of children.

## What the setting needs to do to improve further

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

- sharpen the focus on the professional development of staff to raise the quality of teaching to a higher level
- develop more effective systems for assessing and monitoring the learning of different groups of children, to identify any gaps in learning at a faster rate and help children make rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of leadership and management is good

The manager is organised and efficient. Effective observation and assessment procedures are used to help staff plan individual learning experiences for children. Staff identify and address children's individual next steps in learning through focused teaching. Safeguarding is effective. The manager and staff have a secure understanding of the procedures to follow and who they must report to should they have any concerns about a child's welfare. They implement effective policies and procedures to help ensure children's safety and well-being. Staff are highly successful at involving parents in their child's learning. They share ideas and activities that parents may like to try at home. For example, children borrow books weekly and staff invite parents to attend workshops to help support their child's learning further. The manager engages staff in regular supervision meetings to discuss practice and develop their knowledge and skills further.

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

All staff are qualified and knowledgeable practitioners who enjoy supporting young children to learn and develop. They provide a range of resources and activities to enhance children's learning. Staff skilfully promote children's communication and language skills. They provide effective support for children who speak English as an additional language. For example, staff use sign language, gestures and pictures alongside words to support children's emerging vocabulary. Staff introduce mathematical language and concepts as children play. For example, as children build roads for their cars, staff model size and number language.

### Personal development, behaviour and welfare are good

Children receive high levels of care within a small, friendly environment. They are happy, settled and secure. Effective settling-in arrangements help children to develop confidence in separating from their parents and staying for short periods of time in nursery on their own. Staff visit children in their home and encourage parents to share valuable information, such as children's routines and developmental information. This provides continuity in the care children receive. Staff give children plenty of praise and encouragement. This helps to boost children's self-esteem and confidence. Staff encourage children to be independent. For example, children are beginning to manage their care needs well.

### Outcomes for children are good

Children make good progress from their starting points. They are encouraged to make choices. For example, staff leave some areas and tables clear and invite children to choose toys or resources to set out. Children develop early writing skills as they use paint and chalks to make marks. They demonstrate mathematical skills and use size and number language as they play. Children develop good physical skills. For example, they enjoy using their hands, fingers and different tools to manipulate dough. Children gain all of the valuable skills to help prepare them for the next stage of their education.

## Setting details

<b>Unique reference number</b>	EY394402
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10059842
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Birmingham City Council
<b>Registered person unique reference number</b>	RP526959
<b>Date of previous inspection</b>	2 December 2014
<b>Telephone number</b>	01216756730

St Benedict's Children's Centre registered in 2009. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications 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. The nursery provides funded early education for two-, three- and four-year-old children.

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