

# Inspection of St Paul's Day Nursery

405a Belchers Lane, BIRMINGHAM B9 5SY

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Inspection date: 12 February 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children, parents and carers are welcomed by the warm and friendly staff. Children settle quickly and form close bonds with their key person. Babies are offered cuddles and reassurance when they are upset. This helps them to feel safe and secure. Children enjoy involving staff in their play and they celebrate their achievements together. This helps children to feel confident and build their self-esteem. Children are motivated to play and learn. They enjoy taking part in activities with adults, such as baking cakes and growing vegetables. All children learn about healthy food choices and know where food comes from. They are encouraged to be active throughout the day. This gives children valuable skills to live a healthy lifestyle. Children behave well and learn how to share and take turns with their peers. Staff have high expectations for all children, and support for children with special educational needs and/or disabilities (SEND) is good. Staff adapt activities to meet the needs of individual children. Parents talk positively about the ways staff support their children to learn and develop. Overall, children make good progress and gain a secure foundation for their future learning.

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

- The management team supports the staff effectively through annual appraisals and regular supervision meetings. Some training needs for individual staff are identified. Recent training for staff has helped them to build on their knowledge and understanding of children with SEND. The majority of staff working with the children are qualified in childcare.
- The management team values the opinions of parents and staff, and welcomes feedback to help them make changes to the service they provide. However, plans for areas for improvement are not sharply focused enough to ensure practice is raised to the highest level.
- Partnership with parents is good. Staff and parents regularly share information about the children's development and well-being. This provides the children with continuity in their care and ensures any concerns are addressed at the earliest point.
- The special educational needs coordinator is passionate about her role. She shares concerns with parents and gains their consent to make referrals to other agencies. Children with SEND have targeted plans. Their parents are invited to attend regular review meetings to share progress and agree their children's next steps for learning.
- Staff support children's communication and language development through songs and stories. Babies enjoy playing with musical instruments and clap their hands to music. Younger children learn numbers through songs and sharing stories with adults. Pre-school children enjoy listening to stories and linking this to their understanding of the world. For example, children who have listened to

a story about 'Jack and the Beanstalk' enjoy growing their own cress and baking green beanstalk cakes.

- Staff gather information from parents to help establish children's starting points. They use their observations to monitor children's progress and to identify any gaps in children's learning. However, children's individual next steps are not always used precisely enough to inform future planning. Consequently, some activities are not consistently supporting children to reach the highest levels of attainment.
- Behaviour and attitudes to learning are positive. Children confidently explore the learning environments and are keen to take part in the adult-led activities on offer. Staff support children to make decisions for themselves. Children build friendships with one another and enjoy playing together.
- Children have opportunities to develop their understanding of people and diversity. They learn about a range of celebrations and festivals. Staff encourage children to look at flags from around the world, providing them with opportunities to talk about their families' heritage.
- Overall, children are encouraged to develop good levels of independence. Babies wash their own hands using cloths and older children are becoming increasingly independent in managing their self-care. However, during some activities, opportunities to further build on children's independence are not fully utilised.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure staff keep their safeguarding knowledge up to date. All staff complete regular safeguarding training. Staff understand their role in keeping children safe. They confidently describe the signs and symptoms of abuse and neglect that would raise concern. Staff know who they would refer to if they had a concern about an adult or child in their care. Procedures for safe recruitment are robust and leaders ensure all new staff complete mandatory training in safeguarding and first aid. Children are supervised well throughout the day and staff are vigilant about their safety.

## **What does the setting need to do to improve?**

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

- strengthen systems for identifying and implementing areas for improvement across the setting, to ensure the highest quality of teaching and learning is achieved
- review planning to ensure what is known about children's individual next steps is used more effectively to inform activities
- build on the opportunities available to children to further develop their independence throughout the day.

## Setting details

<b>Unique reference number</b>	257281
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10116264
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Crossover Enterprises Ltd
<b>Registered person unique reference number</b>	RP909828
<b>Telephone number</b>	0121 773 1748
<b>Date of previous inspection</b>	7 March 2014

## Information about this early years setting

St Paul's Day Nursery registered in 1994. The nursery employs 15 members of staff to work directly with the children, 14 of whom are qualified, from level 3 to level 6. The manager holds a foundation degree in early years. One member of staff holds early years teacher status. The nursery opens from Monday to Friday from 7am to 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Christophorou

## Inspection activities

- The inspector was accompanied by another inspector for quality and assurance purposes. They completed a learning walk with the manager and her deputy to understand how the early years provision and curriculum are organised.
- The inspector observed a range of activities, both inside and outside. She evaluated the quality of staff interactions and considered the impact on children's learning.
- The inspector took part in a joint observation with the manager.
- The inspector met with the manager and her deputy and held a professional discussion regarding safeguarding procedures, staff development, training and recruitment.
- The inspector tracked the experiences of two children who attend the setting.
- The inspector spoke to parents, staff and children throughout the inspection to gain their views on 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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