

# Inspection of St Michaels Nursery

Windmill Community Centre, Messenger Road, SMETHWICK, West Midlands B66  
3DX

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Inspection date: 27 October 2021

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Requires improvement

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

### **The provision is inadequate**

There are significant weaknesses across the whole of the setting which mean that children's needs are not met. Children appear happy and settled. However, significant weaknesses mean that they are not safe. The overall quality of teaching is poor. Staff do not have high expectations for all children. They fail to challenge children to ensure that they are well prepared for their future learning, including moving on to school. Children attending during holiday periods do not have a key person present to ensure their individual needs are met. Staff working with these children do not know enough about them and therefore activities planned for them do not meet their needs. As a result, some children quickly lose interest and leave the activity. This has a detrimental impact on their learning and the level of progress they make. Children are not learning the rules of good behaviour. For example, when children squabble over the tools in the sand tray, staff wait for one child to leave the activity and then tell the child remaining that they can now have these to themselves as the other child has left. This does not support children to learn to share.

The manager plans how staff will support children with special educational needs and/or disabilities. She is proactive in accessing support from other professionals to help close gaps in these children's learning.

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

- Significant weaknesses are evident in the leadership and management of the setting. The provider's actions have failed to improve the nursery since the last inspection. The nursery's effectiveness has declined even further. These weaknesses in practice means that children's care and learning needs are not met.
- The culture of safeguarding in the nursery is poor. Leaders do not ensure that staff have a good enough understanding of the setting's safeguarding policies and procedures. This places children at risk of harm should staff need to act quickly on a safeguarding concern.
- The overall quality of education is poor. Staff do not plan a curriculum that is matched to children's individual needs and stages of development. Staff carry out activities with children but are not clear about the learning intention for the activity. This means they are unable to offer children appropriate support so that they acquire new skills.
- The provider does not monitor the provision effectively. Staff, including the manager who has been promoted into the role, do not benefit from effective supervision, training and support for them to be able to improve on their teaching and personal effectiveness.
- The key-person system is not effective. Children are assigned a key person who

gains information from parents when children first start at the setting. However, when staff are absent, there is not consistent support for their key children. This results in staff being unaware of children's current educational and care needs.

- Staff do not manage children's behaviour well. For example, some staff frequently say, 'no' or 'stop that' without giving explanations and some staff praise children for behaviours others have been asked not to do. This does not help children to learn the rules of good behaviour.
- Parents express their satisfaction with the nursery and appreciate how happy their children are attending. However, the information passed on to parents does not always reflect the children's actual experiences in the setting.
- Babies, who have the benefit of their key person being present, have some positive experiences at the setting. For example, they show great delight as they choose from the good selection of books. They excitedly take the book to share with their familiar adult. Staff sit with them and read the story, using an animated tone of voice. This helps to develop young children's communication and language skills.
- Staff help children to manage their personal needs well. Children know that they need to wash their hands before meal and snack times. Younger children are encouraged to learn to feed themselves. Older children are encouraged to help tidy away toys and resources before moving on to the next activity.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have a good enough understanding of their safeguarding roles and responsibilities. The provider is unable to provide evidence that all suitability checks have been completed for all staff. Staff do not understand how to identify and respond to concerns about children's welfare, including if there is an allegation made against a member of staff. Not all staff are aware of wider aspects of safeguarding, such as protecting children from extreme views and ideas. This does not keep children safe.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
improve the knowledge and understanding of staff of how to identify and respond to concerns in a child's life at home or elsewhere	19/11/2021

ensure staff are aware of the procedure to follow in the event of an allegation being made against a member of staff	19/11/2021
ensure staff develop their knowledge and understanding of wider safeguarding issues, such as the 'Prevent' duty guidance	19/11/2021
ensure suitability checks are completed for all staff working with children	19/11/2021
implement effective arrangements for the supervision of staff to identify and address weaknesses in practice and promote staff's continuous development	19/11/2021
implement an effective key-person system to ensure each child's care and learning needs are met	19/11/2021
ensure staff manage children's behaviour effectively and provide clear messages of what is expected of them	19/11/2021
improve information sharing with parents so that that they receive accurate information about their child's care and learning.	19/11/2021

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
enable staff to provide an exciting and appropriately challenging curriculum, that is matched to children's current needs and abilities, so they make good progress.	19/12/2021

## Setting details

<b>Unique reference number</b>	EY537040
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10154119
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	42
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Watson, Albert Nathaniel
<b>Registered person unique reference number</b>	RP514856
<b>Telephone number</b>	0121 558 3446
<b>Date of previous inspection</b>	9 March 2020

## Information about this early years setting

St Michaels Nursery registered in 2016. The nursery employs six members of staff, of whom five hold relevant qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Tompkin

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- 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 at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed two joint observations with the manager.
- The inspector met with managers and leaders. She looked at relevant documentation and evidence of the suitability of staff working in 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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