

Inspection of St Stephen's Pre-School And Day Nursery

427 Brays Road, Birmingham, West Midlands B26 2RR

Inspection date: 11 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily at this nursery and are welcomed by kind, caring and enthusiastic staff. Children are eager to join in with the array of exciting activities on offer to them. Older children thrive in the outdoor area. They practise their physical skills as staff sing action songs to help them move their bodies in different ways. Children learn to run, hop, skip and jump, and they follow instructions using coloured balls to represent 'stop', 'get ready' and 'go'. They show a love for imaginative play as they explore in the mud kitchen. Children skilfully transport water and mud using a spoon and by pouring between bowls. They talk about what they are making and the smell of their creations. Younger children enjoy mark making with crayons and exploring bubbles in water. Staff model simple language, such as 'blow', and show them how to blow bubbles to help them understand the meaning of new words.

Children build positive relationships with staff and each other. They show high levels of confidence in the nursery, demonstrating that they feel safe and secure. Children behave consistently well. They share resources and wait patiently for their turn when using the slide. Children follow instructions and routines with ease, showing that they understand the high expectations staff have of them.

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

- The management team has designed a well-sequenced curriculum, which helps children to gradually gain knowledge and skills over time. Staff share their vision and implement the curriculum successfully by providing purposeful learning opportunities. This helps children to become well prepared for the next stage in their learning.
- Staff know children well. They find out about children's interests and carry out regular assessments of their development. They use this information to identify gaps in children's learning and what they need to learn next. However, recent changes to the assessment system mean that this is still in its infancy. Therefore, at times, some children are not challenged enough to elevate the progress they make in their learning and development to the highest level.
- Staff are highly responsive to children's individual needs. They are forthcoming in providing comfort and reassurance to children who seek this, such as those who are new to the nursery. They recognise when children are ready to change activity or when they need distraction. This helps to promote children's good behaviour as they remain motivated in their learning.
- There is a dedicated special educational needs coordinator (SENCO). She understands how to identify children who may need additional support. The SENCO works closely with other professionals to obtain the support that children with special educational needs and/or disabilities may need. This helps to ensure

that all children are well supported to make progress in their learning and development.

- Children benefit from regular exercise and fresh air when playing outdoors. They enjoy a range of healthy meals and snacks during their time at nursery. Staff regularly talk to children about the impact of healthy food on their bodies. They discuss boiled eggs and carrots being healthy. When children initiate role playing an ice-cream parlour, staff explain that ice cream is okay to have sometimes and in moderation. This helps children to learn how to maintain a healthy lifestyle.
- Staff engage in continuous interactions and ongoing dialogue with children. They model a range of vocabulary and regularly ask children questions to extend their thinking skills. Staff speak clearly to children, which helps to promote their communication and language development.
- Managers accurately evaluate the provision. They recognise when change is beneficial and demonstrate a commitment to ongoing improvement. Parents speak positively of the nursery and their child's experiences. However, there is scope to further develop partnerships with parents by providing them with regular information about children's learning and development so that they can extend this at home.
- Staff receive induction training when they start working at the nursery, which helps them to understand their role and responsibilities. The manager monitors performance closely. She has a supportive nature and provides regular supervision and training opportunities for all staff to help raise the quality of their practice further.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard children. They are alert to signs and symptoms that could indicate a child is at risk of abuse or neglect. Staff know the procedures to follow to report child protection concerns to managers or other professionals. There is a designated lead practitioner for safeguarding who understands her role. She knows what action to take if an allegation is made against a member of staff. There are robust recruitment procedures in place to help ensure the suitability of staff working with children. Risk assessment is effective, and staff are responsive to emerging risks to children's safety, such as spilt water.

What does the setting need to do to improve?

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

- enhance partnerships with parents further by sharing regular information about their child's learning and development in order to extend their learning at home
- build on the existing strengths in assessment and planning to consistently

provide more challenge for children so that the progress they make in their learning and development is elevated to the highest level.

Setting details

Unique reference number	2577302
Local authority	Birmingham
Inspection number	10214044
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	83
Number of children on roll	83
Name of registered person	St. Stephen's Pre-School And Day Nursery Ltd
Registered person unique reference number	2577301
Telephone number	0121 7421788
Date of previous inspection	Not applicable

Information about this early years setting

St Stephen's Pre-School and Day Nursery registered in 2020. The nursery is located in the Sheldon area of Birmingham. The nursery operates Monday to Friday from 7.30am to 6.30pm, all year round. There are eight members of childcare staff employed. Of these, seven hold appropriate qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

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 manager, deputy manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- Parents spoke to the inspector and gave their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.

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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