

Inspection of St Paul's Nursery School and Children's Centre

Little Bishop Street, St Pauls, Bristol BS2 9JF

Inspection date: 7 June 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The children thrive in this exceptional nursery which provides high-quality care for children under two years old. The highly motivated and caring staff provide an extremely nurturing and engaging environment for children to play and explore. Children excitedly engage in water play, which they use their whole body to explore. They stamp their feet and flap their hands to splash the water. They giggle as highly animated, enthusiastic staff copy their actions and praise their interactions.

The exceptional staff team tailor the daily care routines to the needs of each individual child. They use their extensive knowledge of the children to ensure their day at nursery mirrors their daily care routine at home. This results in all children being extremely happy and settled in the nursery. They have strong bonds with their key person, who is highly sensitive to all their care needs.

Children's behaviour is excellent. They learn how to play with their friends and share together. Children take turns on the steps and slide; they climb the steps and wait for their friends to go down the slide. When a friend learns a new skill, they smile and clap in response to the adult's reactions. They become increasingly aware of others as they play peekaboo between the fences in the garden with the older children.

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

- The inspirational senior leadership team is highly motivated. The staff are always striving to improve their already excellent practice. They recognise the impact of COVID-19 on families and young children. They have provided an extended family centred settling-in period to include video discussions and longer transitions. Parents speak highly of this and of the confidence they feel leaving their child at the nursery. As a result, children settle extremely well.
- Staff provide a high-quality, well-designed curriculum. They use an invitational approach to engage children in play and highly value the importance of their interactions from a very young age. Young children are encouraged to express their needs and emotions, and staff are highly sensitive to the smallest indications of these. Staff respond quickly and effectively, teaching children the importance and the value of their interactions. Young children are confident to request toys/activities and express their emotions.
- Exceptional staff engage children in activities which are of consistent high quality. They use their highly animated invitational teaching style to hold children's attention and teach them new skills. Children use their senses to explore fruit and vegetables. Staff provide children with tools to use. Children independently attempt to cut fruit. Staff skilfully model the action alongside the

children and use words of encouragement. As a result, young children are extremely confident to engage and explore new activities and learn new skills.

- Children with special educational needs and/or disabilities have excellent individualised learning opportunities. Staff communicate with parents and use their extensive knowledge of children to plan activities that promote and extend their learning. They give children time to learn and become competent with new skills. This exemplary practice ensures children embed their learning, resulting in good foundations. Children are then ready for their next steps.
- Highly skilled staff provide activities that are rich with language. Children intently listen to a story about animals. They anticipate the next animal sound and 'roar' when they see the lion. Staff use language like 'yelping' and 'bellowing'. They introduce mathematical language by counting the animals with the children. Staff understand the importance of consistently providing children with new vocabulary and opportunities to mimic and copy sounds.
- There is an excellent partnership with parents. They express their love of the nursery and its warm caring environment. Parents speak highly of the enthusiastic 'amazing' staff team, who provide brilliant support for their children and the family unit.

Safeguarding

The arrangements for safeguarding are effective.

All staff members have an exceptional knowledge of safeguarding and the importance of their role to keep children safe. They are aware of the signs and symptoms that may indicate that a child is at risk and understand the procedures to follow if they need to report a concern. The designated safeguarding lead has an extensive knowledge of safeguarding and provides regular training to continually upskill staff. Leaders have a rigorous recruitment process to help ensure all staff are suitable to work with children. Children are encouraged to take safe risks and staff are close by to support where required.

Setting details

Unique reference number	EY364275
Local authority	Bristol City of
Inspection number	10125856
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 2
Total number of places	18
Number of children on roll	30
Name of registered person	St Paul's Nursery School & Children's Centre Governing Body
Registered person unique reference number	RP527435
Telephone number	0117 377 2278
Date of previous inspection	11 November 2014

Information about this early years setting

St Paul's Nursery School and Children's Centre is run by the governing body of the school and led by the headteacher. It opened in 2008 in the St Paul's area of Bristol, close to local amenities. There is a birth to two provision which comprises of two baby rooms, appropriate sleeping areas and garden. It opens five days a week, all year round, from 8.30am to 5.30pm. There are seven members of staff working directly with the children. One staff member holds a teaching qualification, four hold a relevant childcare level 3 qualification and two are working towards a relevant level 2 childcare qualification.

Information about this inspection

Inspector

Sarah-Louise Clements

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 provider and has taken that into account in their evaluation of the setting.
- The headteacher joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of teaching and the interactions between staff and children, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the headteacher.
- Parents shared their views of the setting with the inspector.
- The senior leadership team shared relevant documentation with the inspector.

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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