

# Inspection of St Paul's Nursery

The Nursery, St. Pauls Church, Dock Street, London, Middlesex E1 8JN

---

Inspection date: 24 June 2022

---

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

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

### **The provision is good**

Children are happy and safe at the nursery. They receive warm and reassuring handovers as they arrive. This helps them to separate with ease and make a confident start to the day. Staff use mirrors and emotion cards to support children to understand their feelings and name them. Children are confident to let adults know of their needs and wishes and seek support from them when needed. Staff skilfully help children to develop their vocabulary by encouraging back-and-forth interactions.

Children move independently and with confidence in a well-resourced environment. The nursery is clean and tidy, and there is a strong focus on hygiene and cleanliness. For example, children are asked what they need to do before snack time. They respond by saying 'wash our hands'. This promotes children developing self-care habits. During snack time, staff sing songs to remind children of what they need to do next. This helps children to know what is expected of them and develop social skills for the future. Younger children spend time with older children as they prepare for room transitions. Older children hold hands with them, modelling appropriate behaviour, and showing care and kindness. This contributes to a culture of nurture and acceptance across the nursery.

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

- Staff assess children's needs, and work sensitively with parents and carers to plan children's next steps in learning. Parents receive regular updates to keep them informed about the progress which their children are making. Staff request support from external agencies for children, as needed.
- Younger children access resources to develop their strength, balance and coordination. With encouragement and support, babies go through tunnels and pull themselves up on large-play equipment. This helps them to develop their physical skills and prepare them for taking their first steps.
- Parents complete home-language books to support children who speak English as an additional language. This enables staff to use children's home languages during their play and learning. Staff model key words and phrases so that children build on their spoken English over time.
- Staff use lunchtimes to provide opportunities for children to learn new words and do things for themselves. They talk about 'yummy' and 'healthy' vegetables, and help children to use forks and spoons to eat. Staff give children positive praise to help them to take pride in their achievements.
- Overall, staff use children's interests to help them to learn through play. For example, children extend their interests in buildings and where they live through playing in a pretend building site. Occasionally, resources are laid out for children by adults which may limit opportunities for them to shape their own

play.

- A well-planned transition process helps staff to build excellent relationships with children and gain a secure understanding of their routines and comforters. This means that children experience a responsive and caring settling-in period.
- Parents' feedback shows that they value the service they receive. They praise the happy, kind and caring staff team. Parents receive a weekly newsletter which updates them on what their children have been doing, and includes links to extend their children's learning at home.
- The manager and deputy keep up to date with developments in the early years by accessing training, including that which is offered by the local authority. They spend time alongside staff modelling best practice and have a strong vision for the nursery.
- Staff speak highly of the manager and her deputy, and of the support which they offer. They share that they are offered weekly support for their well-being, regular one-to-one supervision sessions and training and development opportunities. This contributes to a motivated staff team, who feel valued and supported.
- Staff know what they want children to learn during adult-led activities. However, they do not implement these activities consistently to help older children to extend their learning and follow their interests. As a result, some children are not fully engaged in their learning at these times.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure and confident knowledge of safeguarding and child protection. They fully understand the signs and symptoms of abuse that may highlight a risk of harm for children and respond to identified concerns efficiently. Leaders ensure that staff attend regular safeguarding training to keep their knowledge up to date. Staff take appropriate steps to protect children from female genital mutilation and are aware of the safeguarding concerns relating to the 'Prevent' duty. They undertake comprehensive risk assessments, and the premises are clear of hazardous substances. Children take part in emergency evacuation procedures which helps them to keep themselves safe.

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

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

- offer children more opportunities to choose how they want to play with resources, so that they can extend their learning further
- strengthen adult-led activities to support pre-school children to build on their current knowledge and extend their interests.

## Setting details

<b>Unique reference number</b>	2579615
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10239576
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Bright Stars Nursery Group Limited
<b>Registered person unique reference number</b>	RP538317
<b>Telephone number</b>	02072650098
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St Paul's Nursery registered in 2020. It is based in the London Borough of Tower Hamlets. The nursery employs 21 members of childcare staff. Staff hold appropriate early years qualifications. The nursery opens all year round, from 8am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rehema Essop

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and deputy took the inspector on a learning walk of the provision and explained their approach to children's learning.
- A leadership discussion was held with the manager and her deputy.
- The inspector gained the views from parents about the nursery provision.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022