

Inspection of St Michaels Nursery

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

Inspection date: 16 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this nursery. They form close relationships with staff and their peers and involve them in their play. Children are confident to share ideas and voice their opinions. Babies flourish with the support and care that they receive. Staff working with babies understand the importance of daily routines and provide lots of physical interactions, such as hugs and cuddles, to ensure that children feel emotionally secure.

Children begin to learn about themselves and others. They look at themselves in a mirror and replicate what they see using play dough. They develop their physical skills as they mould and stretch the play dough to form shapes. They talk about the shapes they have made and introduce mathematical concepts as they discuss whether they are big or small.

There is good support in place for children who have special educational needs and/or disabilities. They receive targeted one-to-one support. Staff observe children and implement tracking documents to enable them to swiftly recognise where children may need additional help. They work closely with outside professionals, such as the area special educational needs coordinator, to ensure that children make the best progress they are capable of.

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

- There have been significant changes since the previous inspection, including a change to the manager. This has had a positive impact on the daily running of the nursery. The new manager has a clear vision for the future of the nursery. She has a drive and commitment to making changes that will enhance and raise the quality of the nursery. She has worked closely with local authority advisers and other professionals to help her to implement action plans for improvement.
- Staff talk positively about the changes that have already been put in place. They say the manager is supportive and that they now benefit from regular supervision and well-being meetings. In addition, the manager closely monitors staff practice. She provides feedback to help them improve and identifies additional training needs. However, these improvements are not yet embedded fully into practice to ensure that the quality continues to improve and is sustained.
- Staff plan activities that are based on children's interests and current next steps for learning. They observe children as they play and regularly assess their progress to swiftly identify any gaps in learning. Information is gathered from parents before children start about their current stage of development. Staff use this information to find out children's starting points. In addition, when children only attend during term time, staff carry out return-to-nursery baseline

assessments at the start of every term. These are used to identify any progress that has been made or gaps that may have emerged.

- Babies develop their sensory skills as they play with shiny paper. Staff encourage them to squash and shake the paper and listen to the sound it makes. Staff introduce other sensory experiences, such as feathers, and babies demonstrate their enjoyment as they laugh and wave their arms and legs.
- Older children use torches to shine lights on the ceiling and under a blanket. They know that they have to wind up the torch to make it work because it does not have batteries. Children experiment to see whether the blanket makes the light brighter or darker and watch the shadows they make. Staff encourage children to talk about their feelings and if they feel scared when it is dark.
- Children learn about animals that live in water. They know that an octopus lives under the sea and a duck floats on top of the water. Although the majority of children take part in activities, sometimes they wander off because the activities lack excitement and do not hold their interest.
- Behaviour is managed appropriately. When children become a little boisterous, staff provide clear explanations in a calm and reasoned manner as to why their behaviour is not acceptable. Children learn to share and take turns. Staff remind them to use manners, such as saying 'please' and 'thank you', throughout the day.
- Information is shared with parents through daily feedback sheets and parents' evenings. Parents are encouraged to attend the craft, singing and story sessions that staff have introduced. Parents spoken to are happy with the care and learning that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of the types of abuse. They can recognise signs that may indicate that a child is being abused. All staff attend safeguarding training, and the manager has introduced safeguarding quizzes and questionnaires to ensure that staff's knowledge is secure. The premises are safe and secure. Robust risk assessments have been introduced and implemented into practice since the last inspection. Children learn to keep themselves safe as they play. Staff remind children not to walk around with knives and forks at lunchtime and to sit on the chairs correctly.

What does the setting need to do to improve?

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

- embed fully the changes that have been recently implemented to ensure that practice across the nursery continues to improve and develop
- provide children with stimulating and challenging activities that sustain their

interest and create an atmosphere of awe and wonder.

Setting details

Unique reference number	EY537040
Local authority	Sandwell
Inspection number	10237425
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	0 to 3
Total number of places	42
Number of children on roll	16
Name of registered person	Watson, Albert Nathaniel
Registered person unique reference number	RP514856
Telephone number	0121 558 3446
Date of previous inspection	18 March 2022

Information about this early years setting

St Michaels Nursery registered in 2016. The nursery employs six members of staff, five of whom 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

Rebecca Johnson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Meetings were held between the inspector, the provider and the manager at different times during the inspection.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022