

# Inspection of St. Thomas Centre Nursery School

St. Thomas Centre Nursery, Bell Barn Road, Birmingham, West Midlands B15 2AF

---

Inspection date: 23 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

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

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

### **The provision is outstanding**

Staff greet young children warmly. Children settle with their key person before exploring the learning environment. This positively contributes to children's emotional security. Children thrive within a consistent routine where real objects are used to help them to understand the beginning of a new activity. For example, staff show children a nappy and say, 'nappy time.' This increases children's understanding of the spoken word and enables them to make personal choices for participation. Young children demonstrate enthusiastic attitudes towards learning. They are extremely happy and safe.

Children are self-assured as they interact positively with others. For example, babies confidently incorporate role play into activities that others are engrossed in. They sit their doll at the play-dough table and pretend to give them a drink. Skilled staff significantly enhance children's experiences. For example, they create a persona for the doll. Staff give the doll a rolling pin and play dough. They include the doll in other children's activities and, in turn, promote social interactions. Children greatly benefit from friendly relationships among peers.

Children thrive due to nurturing staff who communicate to them incredibly well, including those children who speak English as an additional language. Staff say specific words to children in their home language and introduce sign language to strengthen their understanding of English. This actively builds the foundations for children's developing communication skills.

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

- Many staff have been at the setting for years and have dedicated their time to the care of babies. They constantly build on their expertise to ensure they can quickly respond to children's changing needs. For example, staff adapt the outdoor learning environment to ensure it is inclusive for all children.
- Leaders and staff operate a child-centred approach in the setting. This helps to ensure children's outcomes and well-being are always the focus when staff make decisions for the curriculum intent. Planning is highly comprehensive to help staff to identify children's prior learning, current progress and targets for future learning. Highly vigorous planning means all staff have clear aspirations for what children need to learn to succeed at their next stage of learning.
- Staff give plenty of time and consideration to ensure children settle exceptionally well. All procedures during the initial settling-in process are well thought out and sensitive to meet the needs of all children, including those with special educational needs and/or disabilities (SEND). Staff use assessments to quickly identify children with lower starting points. They celebrate children's achievements with parents and propose strategic interventions early. This

promotes excellent parent partnership from the outset of children's learning.

- Children transition to the next stage of their education when they are developmentally ready. The key-person approach is superb and actively contributes to children's success. For example, key people prioritise a great deal of time to ensure children build strong attachments with new key people.
- Children thrive in their self-help skills because staff prioritise their time to introduce new concepts to children, such as having access to their own drinking cup. Staff simplify teaching in the moment when barriers in learning arise. For example, when children need support to identify their cup among a large number of cups, staff reduce the number available to make identification more achievable. This ensures early independence.
- Teaching highly motivates children from an early age to flourish in their communication and language skills. For example, staff are extremely responsive to all communication cues, including children's body language. They talk to children clearly to understand their needs. Staff consistently link words together to make short sentences and build vocabulary. This helps children to join ideas together, such as 'baby drink.'
- The success of the setting is driven by the dedication and expertise of the whole team. Staff are proud to celebrate the impact training and tasks assigned to them have on their professional development and outcomes for children. For example, staff complete tasks to drive inclusion. They send home a toy bear as a prop to prompt children's fundamental rights. Parents speak very highly of the care their children receive. They identify the amazing job staff do to motivate their children to be the best they can.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders know the indicators that may suggest a child is suffering abuse, neglect or harm. This includes the risk of abuse and neglect in the home, as well as risks outside the home, such as exploitation and radicalisation. When new children join the setting, staff identify agencies already involved in the family. This ensures collaborative partnerships with other professionals to help to safeguard children. Leaders conduct regular safeguarding quizzes to help to monitor staff confidence regarding safeguarding issues and procedures. There are highly rigorous systems in place to monitor children's absences. This helps keep children safe from harm.

## Setting details

<b>Unique reference number</b>	2530431
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10208443
<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 1
<b>Total number of places</b>	21
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	The Birmingham Federation Of Maintained Nursery Schools
<b>Registered person unique reference number</b>	2530429
<b>Telephone number</b>	0121 464 0003
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St. Thomas Centre Nursery School registered in 2019. It is situated in Birmingham, West Midlands. The nursery is open Monday to Friday, 8.45am to 3pm, for 38 weeks of the year. There are five members of staff, three of whom hold appropriate early years qualifications from level 3 to level 6.

## Information about this inspection

**Inspector**  
Mikaela Stallard

## 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 provider.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager during outdoor play.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector held discussions with the manager and staff at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions.
- Young children interacted with the inspector during play.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and safeguarding policies.

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