

# Inspection of St Pauls Nursery, Malvern Street

Malvern Street, Balsall Heath, Birmingham, West Midlands B12 8NN

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Inspection date: 7 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children of all ages enjoy rich experiences at this nursery. They regularly make trips with staff into the local community. For example, they visit the farm, library and supermarket. These outings help children to learn about their local area, and inspire conversations. Children learn about life cycles as they grow sweet peas and broad beans. Staff introduce words such as 'tendrils' as they talk about the growing shoots. When they walk through the farm, they feed the animals corn. Children can name the different animals, such as guinea fowl and turkeys. This helps children to deepen their knowledge and broaden their vocabulary. It also allows the children to build essential skills needed for their future, such as learning about road safety during outings.

Children play with imagination and expression. They are confident communicators and are eager to learn. Staff support and scaffold play with fun ideas by building on previous learning and experiences. Children pretend to style hair and paint each others' nails. They talk about colours and numbers as they play.

Staff have high expectations for children, and children behave well. Children show kindness and empathy towards each other. When a child takes a small stumble, their friends help to pick them up and comfort them. They have a good understanding of how to care for each other and build relationships.

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

- Children make good progress in their learning. Leaders have built a curriculum that is exciting and structured. Staff know children well. Leaders are continuing to embed the process for sharing children's next steps and how staff plan to meet them. However, the planning of adult-led activities is not sharply focused on meeting individual children's next steps. This means that children do not yet make the best possible progress.
- Children learn about healthy lifestyles. They have daily access to fresh air in the gardens. The youngest children delight in rolling balls down a hill, which builds their strength and increases their heart rates. Children enjoy balanced and nutritious meals and have access to fresh drinking water. Children routinely wash their hands before eating food and when returning from outside. However, staff do not implement procedures consistently to ensure that they always wash their hands after wiping children's noses to help to reduce the spread of germs.
- Mealtimes are sociable times. Staff sit and chat to children. Children practise their independence skills. Children skilfully feed themselves with cutlery. They help to lay and clean the tables. This gives them a sense of responsibility as children proudly want to help one another.
- Parents speak very highly of the provision. They feel that staff are supportive

and share valuable information. This strong partnership gives parents ideas about how to continue learning at home. This means that children have more opportunities to consolidate their understanding of learning from the nursery.

- Staff encourage children to express their own ideas and creativity. This is celebrated through children's work that is available to view throughout the nursery. Staff support children by modelling and giving examples, but allow children to follow their own interests. For example, children decide together to add water to the sand tray to make it easier to mould. This builds self-esteem as children proudly show off their achievements.
- Children are beginning to learn to share and take turns. They negotiate how to divide the tools for cutting play dough. Children listen to and respect each other's ideas. This means they get a good understanding of how to work together to problem solve.
- There are strong transition processes in place, including when children move from one base room to another in the nursery. Staff treat each child as unique and provide as much time as they need to settle. Children form close bonds with staff. Children approach staff for cuddles and reassurance. This means that they feel safe and secure in their presence.
- Support for children with special educational needs and/or disabilities is good. Staff make regular observations and assessments. Children get the early support that they need. Staff work closely with other professionals to share ideas and focus targets. This helps children to achieve the progress they are capable of.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand their role and responsibility to keep children safe. Staff have a good understanding of procedures to follow if they are concerned about a child's welfare. The manager follows the correct procedure if there are allegations made against staff. The environment is risk assessed throughout the day. The premises are safe and secure. Staff count children in and out of the rooms so that they remain safely accounted for. There are robust recruitment procedures in place and ongoing checks, which help to ensure that staff working with children remain suitable.

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

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

- develop the planning of adult-led activities to sharply focus on children's individual next steps so that they can make the best progress that they are capable of
- consistently implement procedures for staff to always wash their hands after wiping children's noses to help to stop the spread of infection.

## Setting details

<b>Unique reference number</b>	EY216824
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10276216
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	St Paul's Community Development Trust
<b>Registered person unique reference number</b>	RP909212
<b>Telephone number</b>	0121 464 1886
<b>Date of previous inspection</b>	6 July 2017

## Information about this early years setting

St Pauls Nursery, Malvern Street registered in 2002. The provider employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications to a least level 3, including one member of staff with a level 5 qualification and one member of staff with a level 4 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The provider receives funding to provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Rudge

## Inspection activities

- This was the first routine inspection the provider 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the deputy manager.

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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