

# Inspection of The Nest at St Paul's Venture

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

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Inspection date: 26 April 2023

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Outstanding

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

### **This provision meets requirements**

Children greatly enjoy attending this welcoming setting. They settle quickly and become engaged in the activities that are on offer. Children have access to a large and varied range of experiences, both indoors and outdoors. These are age-appropriate tasks that also reflect children's interests.

Children are happy and behave very well. The routines in place ensure that children are secure in their surroundings at the setting. Older children show kindness and patience towards the younger children. For example, they support them as they play in the large sandpit outside. They help them to hold their buckets as they fill them with sand. Younger children show excitement as they turn the bucket over to make a sandcastle.

Staff provide wonderful opportunities for children to explore the natural world. Children have daily access to the on-site city farm. They take great delight as they feed the sheep and goats. Younger children love to hold and stroke the guinea pigs and water the vegetables in the garden. They also enjoy the opportunity to observe chickens and learn about their development as they watch them grow. They show they are confident as they care for living things and begin to show curiosity about the wider world.

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

- The leadership and management of the setting are exemplary. Leaders are dedicated to their role and the setting's place in the local community. There is a clear vision to create an environment where children flourish. Leaders collect the views of both parents and children. They regularly evaluate the service they provide. This enables leaders to identify strengths and weaknesses. In turn, this helps them to deliver the very best care and continuously improve the service.
- Leaders provide plentiful opportunities for staff to access training. Staff feel valued and supported in their roles. Regular supervisions and meetings enable staff to reflect on their practice and leaders to identify training needs. This helps staff to fully understand their responsibilities to support children and keep them safe.
- Partnerships with parents are very strong. Parents enthuse about the excellent communication between the setting and themselves. They comment on the 'fantastic' staff team and the care their children receive. Parents say their children love coming to the setting and staff help to build their confidence and independence.
- Staff have formed excellent relationships with the local schools the children attend. Children move from school to the setting with ease. Younger children's

key persons collect them and walk them back to the setting. Children chatter and talk about their school day. They look forward to spending time with their friends at the club and ask what is for tea. Staff display an excellent understanding of their key children and their individual needs.

- Children are very independent. When they arrive at the setting, they carry out routine tasks, such as hanging up their coats and bags. Children show responsibility for their personal belongings as they place them in their own drawer for the session. Children help to move chairs as they prepare for a party tea and tidy away afterwards. They learn to follow the setting's rules. For example, they listen to instructions as they play party games and know to take turns. This helps children to be considerate and respectful of each other as they play.
- Staff are exceptional at promoting a healthy lifestyle. Children wash hands before mealtimes and after outdoor play. Food at the setting is nutritious and always includes fresh fruit at snack time. The outdoor activities provide many opportunities for children to be physically active. They can play football and basketball, climb and jump on play equipment and ride on scooters and bicycles. Children enjoy plenty of fresh air after their day at school. This helps to support their physical development.
- Staff encourage children's imagination and knowledge of numbers as they make biscuits using play dough. They discuss the different names they are going to give their imaginary biscuits. They put together a pretend menu and price each biscuit. This helps children to recognise and write numbers as they play.
- The setting is inclusive and represents children from the local community. Children show an excellent understanding of each other's cultures as they discuss the festival Eid. They are excited and understand the reasons behind their party as they prepare to celebrate with their friends. Children have the opportunity at the setting to learn about the diverse local community. This helps them to understand different cultures and faiths.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide an extremely safe and secure environment for children to play in. The manager regularly carries out ongoing risk assessments. These are highly effective at minimising any potential risks to children. The careful deployment of staff ensures they supervise children really well. As they walk back from school, staff talk to the children about the importance of road safety. Staff access regular training to keep their knowledge of safeguarding current. They are alert to any signs of possible abuse and know how to report any concerns. The robust recruitment process ensures that staff are suitable to work with children. Once employed by the setting, leaders check ongoing staff suitability through regular supervisions.

## Setting details

<b>Unique reference number</b>	591000
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10263654
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	36
<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 1888
<b>Date of previous inspection</b>	9 May 2017

## Information about this early years setting

The Nest at St Paul's Venture registered in 1992 and is located in Balsall Heath, Birmingham. The club employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including three at level 3, one at level 6 and one at level 7. The club is open from Monday to Friday, 3.15pm to 6pm, during term time. It is open from Monday to Friday, 8am to 6pm, during school holidays.

## Information about this inspection

### Inspector

Clare Walton

## 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 and inspector completed a tour of the club together and discussed the play opportunities available to the children.
- The inspector observed staff interactions with the children during activities, and the inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed how the club is run.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the club.

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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