

Inspection of Holy Cross Pre School Nursery

Holy Cross Catholic Primary School, Laburnum Drive, Sutton Coldfield B76 2SP

Inspection date: 7 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff place a high focus on supporting children's emotional well-being and promoting their resilience to change. For example, even the youngest children manage the routines confidently as they help to tidy away in readiness for group time. Staff build close relationship with their assigned key children, and they swiftly identify any additional needs to help close gaps in their learning. Staff caring for children with special educational needs and/or disabilities (SEND) have a deep knowledge of their unique personalities. Providing an inclusive environment is at the heart of staff's practice. For example, all children take part in 'bucket time', which is a targeted session for children with SEND. Children show high levels of engagement and enjoyment during this delightful session.

The rich learning environment, both indoors and outdoors, makes a significant contribution to children's development and learning. For example, children joyfully use the pretend bricks and rocks to build their castles, and others create dragons with the dough. Staff use activities extremely well to build on children's creativity and fantasy play. For example, children are inspired as they use chalk on the ground to draw pictures of a wizard, an octopus, a pirate and boat, and they create their own story. Staff have high expectations for all children and skilfully sequence and revisit activities to help children learn more over time.

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

- A rich and impressive educational programme is successfully delivered to support children to acquire the skills they need in preparation for school. The curriculum incorporates opportunities for children to learn about the changing seasons through using the forest area. It includes topics and books that quickly capture their interest. For example, the current topic, fantasy and adventure, is used well by staff to provide creative learning opportunities that support all areas of learning.
- Staff carefully observe and assess children and use this information to plan for the varying ages and capabilities in the group. Activities have a clear learning intention, and staff successfully engage all children. For example, staff know children well and weave in their next steps for learning during their interactions, to help them make good progress.
- The manager works closely with the nursery's special educational needs coordinator to ensure that any additional funding children receive is used to enhance their experiences. For example, children with SEND benefit from one-to-one support and additional resources that spark their interest, and their individual needs are assessed.
- Staff creatively use age-appropriate opportunities for children to learn about their own and others' families and cultures. For example, children share photos

of their families and holidays, and they listen to a variety of cultural music. Staff use signs, symbols and images to help non-verbal children communicate. Staff greet children who speak English as an additional language (EAL) and those who are bilingual in their home languages. However, during activities, some staff do not create enough opportunities for these children to use key words in their home languages alongside English words, to further support their learning of English.

- The manager is highly motivated, and staff speak positively about the support they receive. Staff benefit from training and supervision sessions and occasional teaching observations to help build on their knowledge and skills. However, new staff, including apprentices, sometimes ask children too many questions rather than providing a rich range of language to broaden their vocabulary.
- Staff understand the importance of engaging with all parents from the very start. For example, parents who do not speak English are given a digital presentation with photos. They can share this with their children to help explain the routines of the setting. Feedback from parents is overwhelmingly positive. They are impressed by the progress their children make and the quality of activities and experiences on offer.
- Promoting children's health and emotional well-being is a prime focus. Staff use a range of strategies to help children to regulate their emotions and behaviour. Children work harmoniously together during their independent play. Children learn about the benefits of fresh produce as they care for the vegetables and fruits in the allotment and use these to make dishes such as soup.

Safeguarding

The arrangements for safeguarding are effective.

There are effective systems in place to ensure that all staff benefit from up-to-date safeguarding training and are clear about their roles and responsibilities. The manager ensures that child protection questions are incorporated during staff supervisions and her interactions throughout the week. There are robust vetting systems in place to ensure that all staff working with children are suitable. Detailed risk assessments are carried out to keep children safe. Staff ensure that high risk activities, such as use of the fire pit, tools and climbing trees, are carried out safely.

What does the setting need to do to improve?

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

- build on professional development opportunities for new staff and apprentices to help them sustain the good quality already achieved
- support staff to consistently use key words in children's home languages, alongside English words, to further support children who speak EAL and those who are bilingual to learn English rapidly.

Setting details

Unique reference number	EY472944
Local authority	Birmingham
Inspection number	10308450
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	2 to 11
Total number of places	50
Number of children on roll	117
Name of registered person	Holy Cross Pre-School Nursery Limited
Registered person unique reference number	RP533323
Telephone number	0121 675 2158
Date of previous inspection	20 March 2018

Information about this early years setting

Holy Cross Pre School Nursery registered in 2014. The nursery is managed by a limited company. It operates from a self-contained unit within the school. The provision also offers care to children before and after school, from 7.50am until 9am and 3pm until 5.30pm. The nursery provision is open Monday to Friday, during school term times, from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-olds. The nursery employs 10 members of childcare staff. Of these, one holds an early years qualification at level 6, one holds a qualification at level 5, four hold a qualification at level 3, one holds a qualification at level 2 and three are unqualified.

Information about this inspection

Inspector

Parm Sansoyer

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 inspector and the manager completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and the nominated individual. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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