

# Inspection of Little St Mary's Nursery & Little Oaks Before and After School Club

St Marys Catholic Primary School, Pool Road, Studley, Warwickshire B80 7QU

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Inspection date: 13 March 2024

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children arrive at the nursery happy and eager to start their day. They are greeted by warm, friendly staff, who help them to settle quickly. Staff act as positive role models. They are kind, caring and nurturing in their approach. This helps children to behave well and to show respect for one another. Children's emotional well-being is given high regard and this results in children feeling safe and secure in their surroundings. The provision also provides a before- and after-school club for the children attending the school. During the morning session, older children are supported by staff to enjoy a wealth of physical activities. This prepares them well for the school day ahead.

Staff know children incredibly well. They provide a curriculum that is ambitious for all children, including children with special educational needs and/or disabilities (SEND). Children's communication and language development are supported well. Staff talk to children, comment and ask questions. They repeat the correct pronunciation of words to help children develop clear speech. Staff read stories with enthusiasm and use puppets and props to help children to remain highly engaged. Children listen well and are eager to recall what they know.

Children's independence is fostered well. They are encouraged to self-register and write the date as they arrive. Children freely choose when they want to play outdoors and know to put their wellington boots on first. Staff involve children throughout routines. This helps children to feel a real sense of belonging in this nurturing environment.

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

- The managers are passionate about providing children with high-quality experiences that help them to gain a solid foundation for learning. They implement a curriculum that is focused on helping children to prepare for school.
- Staff receive regular supervision sessions and some training. Managers focus on supporting staff's well-being. Regular staff meetings provide an opportunity for the team to discuss current themes, including safeguarding topics. However, professional development opportunities are not yet precisely focused on raising the quality of teaching practice to the highest level.
- Staff provide good-quality interactions to support children's next steps in learning. For example, during a dough activity, staff help children to develop their cutting skills and they use an abundance of language to enhance children's vocabulary and understanding. Children concentrate for sustained periods. However, occasionally, staff do not consider how to adapt their teaching to provide optimum challenge to extend all children's learning even further.
- The special educational needs coordinator (SENCo) works incredibly well with

parents and other professionals to offer an inclusive provision. Children with SEND receive a targeted approach that helps them to access all areas of the environment. Staff help children to regulate their behaviour and focus on helping them to achieve their targets. The SENCO attends network meetings with other specialist provisions that children attend to ensure consistency for every child.

- The outdoor environment sparks children's interest and there are lots of opportunities for open-ended play. Staff identify some learning intentions to support children to make progress. For example, as children explore rice, staff use this opportunity to encourage children to learn mathematical concepts as they look at capacity. Children develop their own ideas for where they want to take their play. They enjoy colouring in a large wooden train and consider the patterns they can make. They are very proud of the end result.
- Children are clear about what is happening now and next. This results in seamless transitions throughout the day. Children develop lovely friendships and are mindful of each other as they play together. They say 'caring is sharing' as they share resources. Staff help children to express their emotions and use effective strategies to build on children's resilience.
- The strong partnerships between home and nursery are clear. Parents speak positively about the information that is shared, including receiving ideas of how they can support their children's behaviour and understanding of routines at home. Parents attend stay-and-play sessions and termly progress meetings so that they can find out about what children are learning. Parents complete regular questionnaires and their views are considered and valued.
- The strong links with the school support children with their transition into Reception. Children enjoy hot meals in the school dining hall. They benefit from physical education sessions with the school's sports coach. These opportunities help children to become familiar with school routines. Managers receive support from the headteacher, who is the nominated individual. The close working relationships are evident and help to maintain high standards.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to adapt their teaching to consistently provide optimum challenge throughout activities and extend all children's learning further
- focus professional development opportunities precisely on raising the quality of teaching practice to the highest level.

## Setting details

<b>Unique reference number</b>	EY417781
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10317448
<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>	Full day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	221
<b>Name of registered person</b>	St Mary's Studley Childcare
<b>Registered person unique reference number</b>	RP530184
<b>Telephone number</b>	07958231068 or 01527853592
<b>Date of previous inspection</b>	11 May 2018

## Information about this early years setting

Little St Mary's Nursery & Little Oaks Before and After School Club registered in 2010. The Nursery is open Monday to Friday from 8.45am to 3.15pm. The before- and after-school provision operates from 7.30am to 9am and 3pm to 6pm. It also operates a holiday club during school holidays; sessions are Monday to Friday from 8am until 6pm. The provision employs five members of childcare staff. Of these, one is a qualified teacher, one holds early years teacher status, one holds an appropriate early years qualification at level 3 and one holds a qualification at level 2. The nursery receives funding to provide free early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Emma McCabe

## 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 manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the provision.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the provision.

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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