

# Inspection of Little Pioneers Nursery & Pre-School, St Edwards

St Edward's School, Birmingham B29 7DB

---

Inspection date: 14 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Staff develop good relationships with children. They talk to them about their families and what they do at home. Staff gather information about children's allergies and dietary needs. They implement robust procedures to ensure children are not exposed to allergens.

Staff teach children to behave well. They support them when they encounter conflict and explain why they need to share toys with others. Staff describe how children feel to help their friends to understand the impact of their actions. Children use manners without prompting at mealtimes and show respect for children and adults.

Children are motivated by the activities on offer. Staff provide interesting opportunities for children to build on the skills they have, through a range of different activities. These include sharing familiar stories, accompanied by props. Staff encourage children to notice features of characters in books and promote their thinking skills through the use of purposeful questioning during play. Children have daily access to outdoor play. They enjoy using the spacious area, where they have plenty of opportunities to develop their large-muscle skills. Staff encourage children to jump across stepping stones, pedal wheeled vehicles and use climbing equipment safely.

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

- Children learn to take care of their personal needs. They follow hygiene routines and learn to wash their hands before mealtimes. However, some staff do not always implement care practices that respect children's personal space or fully support their emotional well-being. For example, they sometimes pick children up from behind without warning, and they lean over them while they are eating. However, some staff are sensitive to children and warn them before changing their nappies.
- Children learn to be independent. Staff encourage them to put on and take off their shoes when moving between indoors and outdoors. Staff understand what children are capable of as they progress in their development and help them to practise their independence further as they move through the nursery. Children enjoy serving themselves at mealtimes. This supports children to become self-sufficient.
- Children are well prepared for their transitions to school. Older children have considerable opportunities to develop the skills they need to be confident and capable when they move to the next stage of their learning. Staff provide opportunities for them to develop their early writing skills and implement a programme that supports children to form words in preparation for reading. Staff

work closely with local schools, which supports smooth transitions for children.

- Children with special educational needs and/or disabilities and health conditions are well supported. Staff get to know what children are interested in and build relationships with their families. They review children's development regularly and identify where children may require further support. Staff work closely with parents to implement strategies that can be applied consistently between the nursery and at home.
- Parents are happy with the care their children receive. They like having access to an online facility that details information about what children have been doing. They comment about the progress their children make and the support they receive to extend children's learning at home. They are generally happy with the handover procedures at the nursery. However, some comment that this is not always consistent across the staff team.
- Staff have access to a range of training courses that support their professional development. Leaders identify training that will help to improve staff knowledge and skills. However, the arrangements for supporting and monitoring staff practice are not robust enough. There are inconsistencies across the nursery in how staff carry out their roles and responsibilities. For example, some staff rely on others to complete tasks or wait for direction before attending to children. As a result, children's experiences vary across the nursery.
- Leaders are committed to offering quality learning experiences to children. They make links with other professionals and find out what support is available to parents locally. The regional leadership team supports managers and staff to plan and implement interesting activities for children. Leaders take action when incidents or concerns are raised, which ensures the quality of the nursery is improving.

## 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:**

- strengthen the arrangements for supporting and monitoring staff practice more closely so that roles and responsibilities are carried out consistently across the nursery
- support staff to implement care practices that consider children's personal space and supports their emotional well-being.

## Setting details

<b>Unique reference number</b>	EY539603
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10344880
<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>	0 to 5
<b>Total number of places</b>	110
<b>Number of children on roll</b>	154
<b>Name of registered person</b>	The Midcounties Co-Operative Limited
<b>Registered person unique reference number</b>	RP900862
<b>Telephone number</b>	0121 472 2262
<b>Date of previous inspection</b>	4 April 2023

## Information about this early years setting

Little Pioneers Nursery & Pre-School, St Edwards is one of several settings owned by The Midcounties Co-Operative Limited. The nursery registered in 2016 and is located in Birmingham. The nursery employs 33 members of childcare staff. Of these, 28 hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Christine Ward  
Nazihah Amin

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The lead inspector carried out a joint observation of a group activity with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2024