

St Paul's Day Nursery

405A Belchers Lane, Bordesley Green, Birmingham, B9 5SY

Inspection date	07/03/2014
Previous inspection date	09/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All staff have an in-depth understanding of each child's preferences, interests and backgrounds. As a result, children's individual care and learning needs are expertly met.
- Children are extremely happy and settled in the warm, family environment of the nursery. Their health and well-being is given the utmost priority so that children are very secure and confident.
- Very effective and continually developing partnerships between providers, parents and other agencies ensure staff meet children's identified needs exceptionally well.
- Staff provide highly skilful, meaningful support and teaching during child-initiated activities, so children become deeply engrossed in their learning.
- Staff have an excellent understanding of child protection and carry out robust procedures so that children are safe.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children playing inside and outside.
- A sample of policies, planning documentation and children's assessment records were scrutinised by the inspector.
- The inspector had discussions with management, staff, children and parents.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form and improvement plan.

Inspector

Trisha Turney

Full report

Information about the setting

St Paul's Day Nursery was registered in 1994. There is access to a fully enclosed outdoor play area. There are currently 60 children on roll, who are within the Early Years Foundation Stage. Children can attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is currently open five days a week, for 51 weeks of the year. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-olds. The nursery employs 18 members of staff, including the manager, to work directly with children. The manager holds a foundation degree in early years. One member of staff holds Early Years Professional Status. There are 11 staff members who hold appropriate childcare qualifications to level 3 and two members of staff hold appropriate childcare qualifications to level 2 and are working towards level 3 qualifications. The nursery employs two further members of staff, who are responsible for cooking and cleaning duties.

What the setting needs to do to improve further

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

- enhance the outdoor area even further to include opportunities for children to extend their understanding of how things grow, for example, by providing an area to plant and nurture seeds.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery staff have expert knowledge of how children learn through play. This means that they gather valuable information from their detailed observations of children, which they use to plan very exciting and challenging activities through which all children make excellent progress. The kind, warm and long-established staff team promote reassurance among children that enables them to be curious and grow in confidence. Staff provide a wealth of high quality resources and toys, which are easily accessible in all rooms. The indoor and outdoor environments are bright, welcoming and full of stimulating resources to cater for each child's needs and interests. Staff use children's interests and the characteristics of effective learning extremely well to motivate children. Staff work closely with parents to support children's development, such as by sending 'chatter bags' home for parents to use with their children.

Staff have an excellent understanding of how children learn. At regular planning meetings, they identify and prepare activities that will specifically benefit individual children. They take meticulous note of children's play interests, immediately incorporating these into activities and planning for children's next steps in learning. For example, younger children

delight in playing with dolls and this is extended by staff, who introduce resources for children to wash and dress the dolls. Children demonstrate growing competence in technology as they use the interactive whiteboard and computer to play educational games freely. Staff know children very well as they carry out sharply focused assessments, so that any gaps in learning are quickly identified and addressed. This means they plan for individual children so that they build on the next steps in their learning each day. This helps all children make rapid improvement in their learning from their starting points with gaps closing noticeably through recognised small steps. Older children become engrossed in role and small world play based on 'doctors and nurses' and staff introduce medical bags and dressing-up clothes for them to extend their learning. In personal, social and emotional development, key staff offer consistent, personalised support so children establish secure relationships with adults and other children. Staff have high expectations for children. They offer impeccable, tailored comments to extend children's communication and language skills. Excellent use is made of clear speech and focused small group sessions to enable children to extend their communication and use of words. As a result, children are successfully gaining the key skills needed in readiness for starting school.

Staff teach children to become extremely independent. As a result, they self-register, wash their hands before eating and find their coats before going outside. Staff plan an exciting range of small and whole group activities, which prepares older children extremely well for formal learning. Children independently write their names on their finished pictures. Consequently, early literacy skills are emerging. Staff encourage children to think about the colours, shapes and sizes of construction toys or the variety of resources they use in the sand and water. Children use simple mathematics as they learn about volume through their water play and count in a wide range of situations. For example, they are encouraged to count how many children are at the table and are asked how many knives and forks they need. Children move freely from inside to outside as part of their play and exploration. They refine their physical skills as they use a variety of bikes, scooters and ride-on toys and use their imaginations in the play house. There is also a small growing area, although, recently this has not been used as much as possible. As a result, there is room to enhance outdoor learning further by providing children with more frequent opportunities to extend their understanding of how things grow, through planting and nurturing seeds and plants.

The contribution of the early years provision to the well-being of children

Children are extremely confident, settled and secure in this very welcoming nursery. Staff greet children at the door, keen to hear their news and exchange information with parents, which will help them to support children's needs on that day. Staff are sensitive to individual children's backgrounds, providing simple explanations when addressing behaviour issues. This helps children to understand that sometimes expectations are there to keep them safe and healthy. Photographs and creative work reflect children's own identities, making them all feel fully included and valued within the nursery.

During outdoor play children have many opportunities to develop their physical skills by using a variety of ride-on toys and climbing equipment. Staff skilfully support very young

children taking their first tentative steps by giving just enough assistance to enable children to grow in confidence before walking alone. Staff help children to understand how to manage their own health, such as when discussing food that is 'good for us'. They encourage children to try the vegetables provided, so they try new flavours and enjoy a variety of healthy food. Parents are actively involved in the learning and development process by sharing achievements at home. For example, parents bring in photographs of their children starting to brush their own teeth and staff extend this by introducing a whole group activity around the importance of keeping teeth clean. This means that children are learning how to keep themselves healthy.

Staff implement a range of highly effective care routines that are supportive of all children's healthy lifestyles. Meticulous attention is paid to hygiene procedures at the nappy changing station and in the toilet. For example, staff wear aprons and plastic gloves and use anti-bacterial wipes to reduce the risk of infection. Staff help older children at the toilet when needed and model hand-washing procedures that help to keep children well. Babies are put to sleep in designated cots when they are tired and are checked regularly to ensure their safety. Responsibly, staff supervise sleep times for older children so that they are rested. On a daily basis, fresh snacks, meals and drinks are prepared in the kitchen by the dedicated cook. This enables children to be well-nourished and to drink enough during the day. Staff support children's self-care skills consistently so that over time they become more independent. For example, staff reinforce children's positive behaviour, encourage children to feed themselves at mealtimes and dress themselves for outdoor play.

The effectiveness of the leadership and management of the early years provision

The management team have an excellent understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Sharply focused evaluations of the impact of staff's performance, result in the continual improvement of the high quality teaching, so that children continue to receive high quality learning experiences. Staff attend regular training courses, in order to improve this even further and shape their professional development. Staff reflect on and evaluate their teaching and planning and have input into the self-evaluation process. Self-evaluation is an extremely strong feature of the nursery that enables staff to evaluate their work and identify areas for improvement that benefit children's experiences. For example, staff have recently undergone professional development in increasing their awareness of the characteristics of effective learning and parental partnership working. As a result, children are benefitting from planned activities that are tailored to their specific learning style. The views of parents and children are fully included in this process, so that their needs are met and they have a sense of ownership of the nursery ethos and goals. The management and staff are committed to the pursuit of excellence for children and as a result, continually look for ways to improve. They use parent questionnaires, staff meetings, management meetings and parent evenings to gain the views of their users. Consequently, staff have recently implemented a new initiative of workshops for parents focusing on the learning and development requirements. Parents recently attended a workshop based on creative

development where they enjoyed a variety of creative activities with their children. Children are actively involved in the evaluation process as they use 'smiley faces' to express whether or not they enjoy planned activities. This means children's views can be used to plan for future learning that is based on their individual preferences.

The management has a strong understanding of their responsibility to make sure that the nursery's provision meets the safeguarding and welfare requirements. Comprehensive safeguarding arrangements are in place. All staff attend training to have a clear understanding of the issues to respond promptly where there is a concern about a child. The use of rigorous recruitment and induction procedures help to check adults' suitability to work with children. Quality professional supervision results in a targeted programme of professional development for all staff. Implementation of an effective risk assessment programme results in the premises being entirely secure and safe. Management regularly update all required documentation and policies and always make staff aware of changes in procedures to underpin the well-being of all children.

The leadership of the nursery is proving to be inspirational. Staff are well-qualified and children benefit from their regular discussions about children's learning and development needs. Highly effective partnerships exist with parents that are beneficial to children and their ongoing development. There are many excellent opportunities for parents to be involved at every level of provision that enable parents' views to be included in policy making and practice. For example, parents are invited to comment and make suggestions on any aspect of the provision by completing 'policy suggestion forms'. Highly productive partnerships with other professional agencies provide significant educational, health and social support to children and families as and when it is required.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	257281
Local authority	Birmingham
Inspection number	864608
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	60
Name of provider	Crossover Enterprises Ltd
Date of previous inspection	09/02/2009
Telephone number	0121 773 1748

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

