

# St Paul's Nursery at St Barnabas Site



St. Barnabas Church, Ladypool Road, Balsall Heath, BIRMINGHAM, B12 8JU

**Inspection date** 16 January 2017  
Previous inspection date 25 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The bright and inviting indoor environment is well resourced and used effectively by staff to provide children with a wealth of experiences closely linked to their interests. Children benefit from the warm relationships they have with staff which gives them confidence to develop new skills.
- Staff support children who speak English as an additional language and those who have special educational needs or disabilities well. They work effectively with other professionals to gain specific information to help them meet children's individual needs.
- Partnerships with parents are well established. There are good two-way systems for sharing information about children's needs and achievements. Staff encourage parents to extend children's learning at home. For example, children enjoy taking books and a travelling teddy bear home to share with their family.
- The nursery regularly organises visits in the local area, for example, to the community farm, shops, schools and church. This helps children develop a strong understanding of the community they belong to and builds their confidence about moving on to primary education.

### It is not yet outstanding because:

- During some activities, children who are more reserved are not sufficiently encouraged to join in and become fully involved.
- The monitoring of staff performance is not sharply focused on raising the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- develop the awareness and skills of all staff so they use a wider range of teaching methods to support all children, including those who are more reserved, to gain the most from the activities provided
- sharpen the focus on performance management so that staff have more opportunities to build on their practice, in order to raise the quality of teaching to outstanding.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress. She spoke to staff and children at appropriate times.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector reviewed relevant documentation, including evidence of the suitability of staff, relevant training certificates and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the day and recorded on questionnaires.
- The inspector held a meeting with the manager and discussed the nursery's action plans.

### Inspector

Jennifer Turner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Secure procedures are in place to report any concerns staff have about children's welfare and staff are vigilant to the signs and symptoms of abuse and neglect. The manager updates staff with any new developments in safeguarding practice and ensures their knowledge is robust. Staff work well as a team. They have regular meetings, including supervision meetings and appraisals. Clear recruitment and vetting systems ensure that any person having access to or working with children is suitable to do so. There are good systems in place to track children's individual progress and highlight any gaps in their learning. Detailed information is gathered to assess the progress that different groups of children are making. Staff are quick to recognise children's individual and specific needs and seek additional help to ensure interventions are timely and effective.

### Quality of teaching, learning and assessment is good

Children engage in role play, revisiting home experiences as they pretend to cook food, dress up and care for their babies by giving them a bath. Children are very well supported to develop their communication and language skills. Staff engage children in conversations, helping them to ask and answer questions as they begin to make sense of the world around them. Mathematical understanding is promoted well. Children excitedly count number blocks and cardboard boxes as they stack them into a tall rocket and confidently count down from 10 as they pretend to blast off. Outside, children enjoy running around and playing in the mud kitchen, saying they are making mud pies.

### Personal development, behaviour and welfare are good

Children's emotional well-being is well supported in this small setting where they develop close relationships with their key person and other staff. Those who need extra support to settle are helped to feel part of the group because staff are bilingual and able to communicate with them in their home language. Children behave well and show kindness, concern and respect to others. Clear routines and simple rules mean children know what is expected of them and why. Children gain an understanding of healthy lifestyles. Snack times are unhurried, social occasions where children are able to be independent and serve themselves. Children develop a good understanding of how to keep themselves safe. They are encouraged to be physically active and understand how to use equipment safely.

### Outcomes for children are good

Most children are working comfortably within the range of development typical for their age. Children develop their mathematical skills well and understand concepts, such as full and empty. Young children spend their time busily exploring and investigating what is on offer, such as play dough and sand. Children develop the key skills needed to be ready for the next stage in their learning, such as moving on to school.

## Setting details

<b>Unique reference number</b>	EY341942
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1064930
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	St Paul's Community Development Trust
<b>Registered person unique reference number</b>	RP909212
<b>Date of previous inspection</b>	25 April 2013
<b>Telephone number</b>	0121 675 3467

St Paul's Nursery at St Barnabas Site was registered in 2009 and is one of four early years settings run by the committee of a community and voluntary organisation. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until midday and 1pm until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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