

# Little Saints Day Nursery

Inspection report for early years provision

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**Unique reference number** 228929  
**Inspection date** 22/02/2011  
**Inspector** Jacqueline Nation

**Setting address** Dudley Road, Birmingham, West Midlands, B18 7QH

**Telephone number** 0121 507 6033

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Little Saints Day Nursery was registered in 2000. It operates from self-contained accommodation within the grounds of City Hospital, Birmingham. Children are cared for in playrooms based on their age and stage of development. The nursery serves children of the families who are employed by Sandwell and West Birmingham NHS Trust. There is a fully enclosed area for outdoor play. The premises are easily accessible via a small ramp at the front door. The nursery supports children with special educational needs and/or disabilities and has procedures in place to support children who speak English as an additional language.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is registered for a maximum of 44 children at any one time. There are currently 60 children on roll, all of whom are within the Early Years Foundation Stage. Children are able to receive funding for nursery education. The setting is open Monday to Friday from 7.20am until 5.30pm, all year round.

There are 15 members of staff employed in the nursery, all of whom hold appropriate early years qualifications; one member of staff holds a degree level qualification. The nursery receives support from the local authority and has partnership arrangements in place with other Early Years Foundation Stage providers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this welcoming and friendly nursery. They make good progress in their learning and development and are supported by experienced, enthusiastic, well-qualified practitioners. Inclusion is given excellent consideration and practitioners recognise and value each child's unique characteristics. Very effective partnerships with parents, carers and other agencies ensure children's needs are met and their protection assured. Ongoing improvement, linked to well-targeted action plans are evident and demonstrate the settings commitment to future improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the quality improvement processes to monitor and evaluate the settings strengths and priorities for development that will improve the quality of the provision for all children
- consider ways to further involve parents in their child's learning, with

particular reference to obtaining information about children's starting points in their learning at the admission stage.

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

Good priority is given to safeguarding and protecting children. Practitioners demonstrate a comprehensive understanding of safeguarding children and receive regular training. Recruitment and vetting procedures are robust and include evidence of Criminal Record Bureau checks being undertaken. Procedures are in place for the induction of new practitioners and for checking their ongoing suitability. Children's health, safety and well-being are enhanced by the consistent implementation of policies and recording procedures. Children play in a safe and well-organised environment. Practitioners are vigilant; they supervise the children well and give good attention to safety checks and risk assessments. Practitioners are vigilant about arrival and collection procedures, and all visitors to the setting are required to provide appropriate identification documents and sign a visitor's book.

The nursery is very welcoming and promotes a child-centred approach to learning and children display extremely high levels of confidence and self-esteem. Playrooms are well organised and conducive to learning, resources are easily accessible, cover all areas of learning and children are motivated and interested in the broad range of activities provided. Children's creative work is fully appreciated and their lovely paintings are displayed around the setting. This is an inclusive setting where caring practitioners have a good knowledge of each child's individual needs. The setting is highly committed to working in partnership with other agencies. There are well-established channels of communication between all partners involved with individual children. This ensures early intervention is successful and children get the additional support they need which successfully promotes their learning, development and welfare. Practitioners are skilled at planning learning opportunities and providing additional support when needed. All children are valued and engage in a wide range of activities and experiences which help to value diversity. Practitioners help children develop an understanding of differences and similarities within society through discussions, planned activities, the use of resources and posters which reflect positive images of culture, gender and disability.

Children benefit from good partnerships with parents. Parents receive detailed information, including policies and procedures, newsletters and information on notice boards. Practitioners take time to get to know parents and children, settling-in procedures are flexible to meet children's individual needs. Daily discussions help to keep parents well-informed about their child's day and achievements. Parents spoken with at the time of inspection expressed very positive views about the provision regarding the information about their child's progress and achievements, the opportunity to speak to practitioners on a daily basis and useful information provided through regular newsletters.

Children are cared for by friendly and caring practitioners whose ongoing

professional development is fostered well. Recommendations from the previous inspection have been implemented successfully, improving outcomes for children's learning and development and information sharing with parents. Self-evaluation, whilst in the early stages, is being used to identify strengths and areas for development. Action taken by the setting is well chosen and planned, so that the impact is evident in the areas it is most needed.

## **The quality and standards of the early years provision and outcomes for children**

Children achieve well and make good progress within the Early Years Foundation Stage across all areas of learning. They develop good skills to support their future learning because practitioners have a good knowledge of how children learn. Interaction with the children is very good and practitioners are skilful in knowing when and how, to intervene to enhance children's achievement and enjoyment. Children are provided with a good balance of adult-led and child-initiated activities. Planning is based on children's interests and play preferences. Children's progress and achievement is detailed in an individual 'learning journey' folder and includes observations, photographs and examples of their work. An effective key worker system ensures children's folders are kept up to date. There is scope to improve the system for recording children's starting points in their learning at the admission stage, to further support the observation and assessment process.

Children's personal, social and emotional development is fostered well. All children are provided with experiences and support which help them to develop a positive sense of themselves and others. Good quality interaction and well-organised routines help babies feel content and older children to feel safe and secure. Children are encouraged to share their ideas and listen carefully to each other during circle time. Older children show good levels of independence, they take responsibility for small tasks, for example, at lunch time they confidently clear their plates and cutlery away after meals. All children develop a love of books. Older children enjoy listening to stories, and during circle time they talk about the weather, numbers and letters. Younger children are helped to develop their communication skills and respond positively to the words, smiles and gestures of practitioners while looking at picture books, cards and photographs. There are plenty of opportunities for all children to practise their mark-making skills, some older children are beginning to write their name and demonstrate their knowledge of initial letter sounds. Children's creativity is supported with a variety of resources for collage, junk modelling, art and craft, role play and dressing up. Older children ask if they can listen to 'relaxing music' while they play. Babies are content and cared for in a welcoming space where they develop confidence in exploring their surroundings. They like sitting in the sensory area with a practitioner close by, as they explore a range of natural resources and materials. All children have good opportunities to examine a wide range of electronic resources, construction, shape sorters and puzzles and this helps develop their understanding of technology and their problem solving skills. They develop their creativity and explore the properties of sand, water and paint. Children enjoy making their own play dough and the experience of running their hands through the flour, and mixing all the ingredients

together with a big spoon. Physical development is encouraged and all children enjoy outdoor play. Babies have their own designated play area where they play on slides, rockers, hoops and balls. Overall, children develop good skills to support their future learning.

All children, including babies, show an extremely strong sense of security and belonging within the setting. They are confident, settle well and develop excellent relationships at every level, with practitioners and their peers. Children's behaviour is exemplary and they are beginning to show an excellent awareness of responsibility within the setting. Children learn how to keep themselves safe; they take part in regular fire drills and learn how to share space and resources in a considerate way. Good attention is given to promoting children's welfare. Effective systems are in place covering all aspects of children's care including accident and medication recording procedures. Healthy eating is a priority, meals are of a good quality and enjoyed by all the children including babies. Children select healthy and nutritious snacks, help themselves to their drinking bottles and cups, and understand the importance of following good personal hygiene routines. Overall, this is an inclusive and welcoming setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met