

Inspection of Day Care at Saint Martin's

Solihull Preparatory School, Malvern Hall, Brueton Avenue, Solihull B91 3EN

Inspection date: 23 March 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children make exceptional progress in this nursery. They are fully immersed in the wealth of exciting play and learning that captures their imagination and zest to learn. Children across all ages are very happy and settled in this exhilarating environment, where there are high expectations for all children to achieve their very best outcomes. Children are encouraged to take manageable risks, to 'have a go' and explore and practise the skills and knowledge that they hold.

Children's behaviour is exemplary. From a young age, they learn about the impact of their behaviour on others. They gain an understanding of what is right and wrong and help each other as they start to make decisions for themselves. They use 'kind hands' and kind words when they play. Staff are excellent role models and lead by example. Children make close friendships and support each other during tasks. Nurturing relationships with staff provide children with secure emotional bonds that make them feel safe and valued.

Staff place a high value on teaching children about the wider world and different communities to their own. This helps children to respect and listen to the views of others. Children initially look at information in books about Ramadan. They use their creative and physical skills to create pictures and then to explore their imagination, as they play in a Mosque built out of cardboard. This helps children to further understand what they see in the local community and its value to all people.

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

- The leadership team has an excellent understanding of the curriculum and what they want to teach children to prepare them for their next stage of learning. The sequencing of learning is expertly delivered by the highly committed staff team. Staff are highly skilled in interpreting what each child needs to make rapid progress. The leadership team is committed to maintaining the highest levels of staff skills and invests in training and coaching to support continued professional development of the staff.
- Staff precisely target children's individual learning through play. They learn about the natural world as they plant seeds. They watch the seeds grow and change, and recreate the growing plants using different materials, such as play dough. Children recall the story 'Jack and the Beanstalk'. They use their imagination and create their own beanstalk. Children use books for different purposes. They talk about and compare different types of cells they see on the page, and say that a large cell 'looks like the moon'. Staff skilfully introduce a wide range of language to the discussion; they talk about energy, and children say that their 'brain needs energy to learn'.

- Young children play outdoors and explore the environment. They use their physical skills as they practise 'hopping like a frog' and imagine being a toucan as they flap their arms. Children follow instructions well and understand the routines and rules that keep them safe. From an early age they acquire a strong vocabulary. They know what 'binoculars' are and hold their hands to their eyes to replicate these as they look into the sky for birds. They enthusiastically shout out what they see.
- Babies love their time outdoors. They successfully thread pasta onto spaghetti to create a line. This supports their emerging fine motor skills at a very early age. Children independently climb on a small slide, while others sit with staff and look at books and listen to the sounds of musical instruments. Indoors, the youngest children take part in a music time. They hold and shake instruments. Staff encourage the children to vocalise the sounds they hear.
- Innovative teaching inspires children's early interest in mathematics. Staff include what children like to do, such as collecting leaves. They then use the leaves to teach children about comparison and sorting. Children think about which baskets each leaf goes into and compare what is the same. Children make predictions about if the object will fit, checking if it is too small or too big. The boxes are labelled, and children recognise the meaning of the words in print. Some younger children are already able to recognise letters in their names and sound out early phonics. Older children can recognise letters by sounds, as they expertly match the sound to the card during games.
- Staff take care to prioritise children's health and well-being. Children learn to become independent and manage their own personal care in preparation for their eventual move to school. There is a shared understanding that children need to try for themselves, such as when putting on shoes and coats. This means they learn through trial and error and solve problems for themselves. Staff are expert at knowing when to step in and help to enhance children's sense of achievement. Children enjoy healthy mealtimes at the nursery, which are a social occasion. They help to serve puddings and to take care of each other.
- Children with special educational needs/and or disabilities receive excellent support. They make outstanding progress from their starting points. Staff have an excellent knowledge of the children and work alongside parents and other professionals. They are highly skilled in providing care and learning that is sensitive and tailored to each child's individual needs. This provides children with the very best start to their education.
- Parents report that they are extremely happy with the nursery and the support that their children receive. They highlight the effectiveness of communication with the nursery and the close relationships that are formed. Although they no longer enter the nursery to drop off and collect their children, they are happy with the contact they have with staff. They say that the information helps them to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the wide range of indicators that may indicate that a child is at risk of abuse. They are familiar with local procedures and where to raise concerns should they become aware of any issues relating to children in their care. Staff know the procedures to follow should they be any concerns about any adults who may have contact with children. They keep their training up to date and have access to online information and information about the local authority. The premises are safe and secure. A rigorous process of recruitment and checks ensure that adults working with children remain suitable.

Setting details

Unique reference number	EY446801
Local authority	Solihull
Inspection number	10282589
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	108
Number of children on roll	181
Name of registered person	Day Care at Saint Martin's Ltd
Registered person unique reference number	RP531614
Telephone number	01217112557
Date of previous inspection	4 June 2019

Information about this early years setting

Day Care at Saint Martin's registered in 2006 and re-registered in 2012. The setting operates from premises within the site of Solihull School, Solihull. It is open from 8am to 6pm Monday to Friday for 51 weeks of the year. There are 39 members of staff. Of these, two hold level 6 qualifications, of which one is early years professional status. A further 24 staff hold an appropriate early years qualification between level 2 and level 5 and another 13 staff are unqualified. The setting receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leadership team and has taken that into account in their evaluation of the setting.
- The provider and manager joined the inspector on a learning walk and discussed how the leadership team organises the early years curriculum across all ages of children. During the walk the inspector considered how risks are managed and action taken by the team to ensure that the premises are safe and suitable for children attending.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider joined the inspector for a joint observation. They evaluated the quality of teaching and the impact this has on children's learning.
- The inspector reviewed a range of relevant documentation that supports the safe and effective management of the nursery.
- A sample of parents spoke to the inspector and shared their views about the care their children receive. The inspector also spoke to staff and children at appropriate times during the inspection.

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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