

Russell Nursery School

Inspection report for early years provision

Unique reference number EY355211
Inspection date 11/03/2011
Inspector Sally Smith

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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

Russell Nursery School is one of two nurseries run by the provider. It opened in 2007 and operates from purpose built premises in Birmingham. The nursery is accessible to all children and there are two fully enclosed areas available for outdoor play.

The nursery is open each weekday from 7.30am to 6.00pm all year round, except for bank holidays. Children are able to attend a variety of sessions. A maximum of 46 children may attend the nursery at any one time. There are currently 46 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery supports children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, nine hold appropriate early years qualifications at Level 2 and Level 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with a warm, welcoming environment. Staff are very friendly and approachable ensuring that children settle well. Resources are easily accessible enabling them to make choices about their play. Staff establish extremely effective partnerships with parents, sharing information regularly so that children's needs are met. Through discussions and meetings, staff evaluate their practice and this is documented in a written format which has recently been completed. This helps staff to analyse the setting's strengths and areas for further development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information is obtained about who has legal responsibility; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 21/04/2011

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

- develop the risk assessment further so that it covers anything with which a child may come into contact, with particular regard to the outdoor play areas.

The effectiveness of leadership and management of the early years provision

All staff have a sound knowledge and understanding of safeguarding procedures in order to protect children in their care. They are aware of whom to contact should they have any concerns using the robust policies and procedures in place. These are shared with parents and carers so that everyone involved with children is aware of their responsibilities to ensure children are protected from harm at all times. A range of policies and procedures are effectively implemented. Most areas are subject to a thorough risk assessment, a written record being maintained, although this does not identify all potential hazards in the outside areas. Rigorous vetting procedures include thorough checks on the suitability of new staff and adults are never left alone with children until all checks have been satisfactorily completed. Effective steps are taken to ensure that their ongoing suitability is assessed at each appraisal. Concerns and complaints are dealt with appropriately and any concerns would be logged. Most of the necessary consents are in place, although information regarding who has legal and parental responsibility has not been obtained for all children.

The nursery works exceptionally well in partnership with parents to ensure that children receive the support they require. They actively encourage parents to share ideas and opinions, for example, through the use of questionnaires and a suggestion box. The views of parents are taken seriously and used to make improvements to routines and practice. Parents speak highly of the dedication, commitment and care provided by staff to promote all aspects of children's welfare, learning and development. 'We are always welcomed cheerfully and with enthusiasm, all staff are approachable' and 'it is a lovely, lively, cheerful environment which encourages, stimulates and supports all children' are typical of many of the comments received. Staff also establish very positive links with other professionals and early years settings to meet individual children's needs so that care and learning is consistent.

Through completing an evaluation of the service, the manager has a clear set of priorities for future improvement. She is aware of the strengths of staff and values them highly. Regular meetings enable them to contribute their ideas which are valued and help to affect change within the nursery. Staff are encouraged to attend regular training specific to their needs and interests. On completion, they evaluate how successful it has been in improving their knowledge and skills and cascade the information to other staff. Collectively, they decide how positive changes can be made to their existing practice to improve outcomes for children. Staff are very professional, motivated and committed to providing the very best support for all children. They are passionate regarding all aspects of their work and keen to create a happy, stimulating and fun environment.

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

Staff plan the space, both inside and outside well so that children access a wide range of activities and play experiences. Appropriate resources are available and easily accessible to provide children with choice and reflect their individual interests. A multi-sensory area in the baby room provides a calm and relaxing environment whilst stimulating children educationally, physically and emotionally. The facility is also used by the other children in the nursery. Babies play with treasure baskets full of natural resources to explore whilst a 'texture' wall develops their sense of touch. A black and white theme is included as staff recognise that these are the first colours that very young babies see.

Staff have a good knowledge and understanding of the Early Years Foundation Stage. This is used in planning a challenging and varied range of activities across all six areas of learning. Children's progress is observed, monitored and assessed so that their learning is appropriately supported. Plans are formulated to help move their learning forward using the 'Development matters' prompts as a guide. Staff use a balance of adult and child-initiated activities to support children's learning but are keen to let children follow their own interests. For example, several children decide they want to make mobiles to blow in the wind outside. They discuss how these can be made gathering their ideas and also by observing similar bought mobiles already hanging up. Several children notice a bee on the ground outside. They draw the attention of staff and other children who gather round to have a look. Much discussion ensues about hibernation and how the bees make honey. Children proudly show the inspector the flowers, vegetables, fruit and herbs they have planted. They discuss how the plants need water and sun to grow. During circle time, children discuss what they have liked or disliked about the session so far. One child confidently says that she has not enjoyed the home corner. When asked why by a member of staff, she replies that 'there are no big wooden spoons or pots and pans like we used when we made our pancakes'. The member of staff says that she will rectify this.

Mealtimes are social occasions where staff and children sit together engaging in various topics of conversation. Menus incorporate a wide variety of high quality meals and snacks which are nutritionally balanced. Children have access to a bowl of fruit at all times. Menus are extremely varied to incorporate lots of different foods from around the world. They are often encouraged to serve themselves or pour their own drinks to promote independence. They wash their own hands at appropriate times and know when they require a tissue. They discuss why they wear napkins so that food does not get onto their clothes. Children engage in a range of physical activity, 'Action rap' being a particular favourite. Children gleefully sing along whilst following instructions to move their bodies in different ways, such as, bending, stretching and wiggling their hips.

Children are happy and engaged, supported by committed, enthusiastic and dedicated staff who ensure all children's needs are effectively met. Staff recognise the importance of developing children's home language in order to support their developing skills in English. Many staff speak additional languages themselves but

all staff seek key words from children's home languages so that they can help children to develop a sense of belonging.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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