

# Mavis Legge Nursery

Inspection report for early years provision

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**Unique reference number**

EY284171

**Inspection date**

05/10/2011

**Inspector**

Lucy Showell

**Setting address**

Greet Primary Infant & Junior School, Percy Road,  
BIRMINGHAM, B11 3ND

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**Type of setting**

Childcare - Non-Domestic

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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**

Mavis Legge Nursery opened in 2004 and is one of two nurseries and six playgroups in the Priority Area Playgroups organisation. The nursery operates from a purpose-built premises in the grounds of Greet Junior and Infant School, which is situated in the Sparkbrook area of Birmingham. All children have access to a secure outdoor play area. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are currently 70 children attending who are within the Early Years Foundation Stage. Children come from the local area and attend for a variety of sessions. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 12 members of child care staff. Of these, one has Early Years Professional Status, two are currently working towards Foundation Degrees and all hold appropriate early years qualifications at 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.

Positive relationships are fostered between caring staff and happy children in this warm, welcoming and homely environment. Staff work hard to secure partnerships with parents, strong links with other professionals and provide a fun and stimulating range of activities which effectively supports children's progress. Staff have a well-informed understanding of the Early Years Foundation Stage and clear knowledge of their responsibilities in meeting the welfare requirements. Good capacity for continuous improvement is demonstrated through the effective actions taken since the last inspection and the optimistic approach to establishing methods of monitoring and self-evaluation.

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

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

- develop further the systems for all staff to engage in regular cycles of planning and review, informed by accurate record keeping, including distinct information relating to the links between children's learning progress, next steps and future planning
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Staff have a clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations. This is gained through attendance at updated training and ensuring guidance and contact information is readily available. Children's safety is further secured by the checks and actions taken regularly by the staff. For example, risk assessments are conducted and adaptations completed to ensure children are safe. Comprehensive systems and detailed documentation underpins the safe and effective management of the nursery. Robust recruitment and vetting procedures and continued professional development ensure children are cared for by suitable adults. All staff hold recognised childcare qualifications and an ongoing aim of the nursery is to support staff in gaining additional qualifications. Appraisals and team meetings are used to address any training needs and to identify any further opportunities to develop knowledge and skills or particular interests.

Sustainability of the nursery is assured through working with other organisations, such as, the children's centre and attending local meetings and early years forums. As a result, staff acquire up to date knowledge regarding good practice and new initiatives. This and information gained through relevant and recent training attended is cascaded effectively throughout the staff team. All staff are proactive in the implementation of their roles and daily responsibilities. For example, key persons develop valuable relationships with children and their parents to ensure continuity of care. Parents are very comfortable within the setting and are welcomed into the nursery with a friendly smile. Staff provide parents with useful information with daily feedback and within the regular newsletters and colourful displays and staff are currently developing more ways to involve parents within the nursery.

There is a clear vision and high aspirations shared by the staff at the setting. They have successfully addressed recommendations raised at their previous inspections and acknowledge and respect all advice given by other early years professionals. Effective methods, such as a suggestions box, questionnaires and discussions enable the opinions of staff, parents and others to be expressed. However, they have not fully established a system for reflection and self-evaluation. Consequently, priorities for improvement are not clearly identified. The nursery is well-resourced providing various activities and opportunities for the enjoyment of all children present. The special educational needs co-ordinator has established links with other professionals and calls upon their expertise when needed. As a result, all children are fully involved at the nursery. Various cultures are represented well through a structured programme of events and celebrations which increases children's awareness of the diversity of the local community and the wider world. Valuable information for children who started school in September or who are currently attending other provisions is coherently exchanged. As a result, the transition is smooth and practice is both consistent and balanced.

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

Children have good awareness of their own and others safety. For example, they share space and equipment effectively, are well behaved, polite and show care and concern for others. The nursery is clean, well-maintained, safe and has clear security systems in place. At snack times, children enjoy a healthy range of freshly prepared fruit slices, vegetable crudities and savoury snacks, accompanied by a choice of drinks. Constant access to cups and jugs of water ensures children are suitably hydrated throughout the day. Children extend their understanding of healthy eating as they help to serve their food and benefit through informative discussions with staff making meal time a sociable and relaxed experience. Staff have effective and consistent systems for managing children's behaviour. For example, children are encouraged to develop the habits appropriate to good learners as they share equipment, take turns and listen to others. They happily receive stickers and applause for tidying up resources when they hear the tambourine. Useful information regarding children's achievements is communicated effectively with parents. For example, children's starting points are discussed and daily news and progress is shared effectively. There are some good systems of observation and assessment to inform staff of children's next steps in development. This leads to a variety of age-appropriate and well-resourced activities which are personalised to meet children's individual needs. However, this is not fully consistent throughout the nursery. For example, some records are not completed on a regular basis and therefore, lack detail and some planning does not clearly show the activities to support children's next steps.

Beautiful displays of children's creations and photographs of children enjoying an array of activities adorn the walls. The bright and welcoming environment is spacious and well-organised. This and the staff's enthusiastic manner, provides a resourceful balance of adult-led, freely-chosen and child-led activities. As a result, children develop confidence and show interest in the experiences on offer. In the book area, children sit together sharing stories with staff, turning pages carefully and reading familiar stories to their friends. The print-rich environment supports children's understanding of words, letters and numbers, written in varied languages as they look on posters and displays to identify those familiar or requested. These are also used to support mark making in the writing area. Children enjoy circle time as they sit and listen and take turns in games and singing songs. For example, they are actively involved as they play musical instruments either loud or quietly as requested and are very excited to go and find different coloured items from around the room. During free play sessions, children access tables with various construction bricks and jigsaws or use their imaginations well as they act out real and pretend scenarios with the small world resources or in the role-play areas. There is plenty of sensory play available for all ages including shredded paper, jelly and flavoured ice cubes. Children are gripped by the spaghetti play, making marks as they stir it around with big spoons and laughing with staff as they squeeze it between their fingers and let it fall through with a splat. Outside, staff work hard to enable children's free flow play. The variety of equipment available ensures an enjoyable array of activities. For example, they extend their physical skills as they climb steps and come down the slide, ride bikes,

play football, crawl through their 'dens' in bushes and those made from wooden poles, fabrics and crates. Overall children are happy and stimulated at Mavis Legge Nursery. As a result, they are progressing well across all areas of learning and development.

## 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	2
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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