

Russell Nursery School

621 Fox Hollies Road, Hall Green, BIRMINGHAM, West Midlands, B28 9DW

Inspection date	31/07/2013
Previous inspection date	11/03/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- A variety of suitable activities, the wide range of good quality resources and the welcoming environment support children's learning appropriately.
- Children are confident and form strong attachments to the key person. Children are generally well-behaved and their well-being is promoted due to competent transitions into, and within the nursery.
- Staff have a clear understanding of their responsibilities to protect children. There is an established programme of professional development to support staff in their work with children.
- The partnerships with parents and other professionals ensure children get support for their individual needs.

It is not yet good because

- Staff are not confident in their knowledge of the importance of the prime areas of learning to include the focus on these areas in their planning.
- Procedures to protect children against the spread of infection are not always implemented to promote children's good health.
- The self-evaluation and monitoring are not sufficiently rigorous to ensure procedures are always implemented rigorously. As a result, children do not always receive the best care.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the manager and deputy manager.
- The inspector spoke with staff and children.
- The inspector carried out a joint observation of activities with the deputy manager.
- The inspector sampled policies, children's learning journals and other documents.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Russell Nursery School is one of two nurseries owned by the provider. The nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Hall Green area of Birmingham. The nursery serves the local area and is accessible to all children. The nursery operates from four rooms and there are two enclosed areas available for outside play.

The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. Unqualified staff are working towards a childcare qualification.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take steps to prevent the spread of infection by ensuring soap is always available for children to use for hand washing
- extend the risk assessments to identify how overhead storage can be thoroughly addressed to minimise potential hazards at all times
- develop staffs' knowledge to improve the provision for the youngest children by focusing strongly on the prime areas of learning, which form the basis for successful learning in the four specific areas.

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

- improve the methods of self-evaluation and monitoring to ensure care practices and potential hazards are reviewed regularly.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff deliver a variety of suitable activities that support children's learning appropriately. Staff provide a selection of resources, including sand and paper for play with toddlers aged under two years. They promote the learning of textures by adding water to the sand and place chalk within children's reach. This allows children to make marks with different media as they develop hand-to-eye coordination. Two-year-old children make circular marks on the easel where crayons and pencils are easily accessible. Pre-school children use pencils with good control as they trace outlines using templates and they write recognisable letters of their names. All children are developing skills appropriately in using one-handed tools.

In the pre-school, key persons work with children's preferences to provide enjoyable experiences. For instance, they use information technology to help children extend their skills in mathematics. Children remain focussed as they count the number of cupcakes into the stomach of 'Teddy' on the interactive whiteboard. Staff provide consistent challenge to extend children's number skills. For example, staff challenge boys aged two years take away by singing nursery rhymes. The quality of teaching is generally good. However, staff do not have a clear understanding of the importance of the prime areas of learning, in particular, for younger children. Consequently, the planning does not take account of the focus on these areas to ensure there is a firm foundation on which to build for children's development.

When children start in the nursery staff obtain information about what they can do and know. Before children move from one base room to another a summary of their development is prepared to be shared with new room staff. This means that staff always have appropriate information to plan for children's learning. Regular observations of children while they play help staff to assess how they are developing. Assessments, in the form of a report, are shared with parents to show children's progress and to discuss where support is needed. Staff encourage parents to continue with activities at home, for example, forming letters and numbers. Staff consistently identify the next steps in children's learning to promote their skills further. As a result, they make steady progress.

Children have many opportunities to explore a wide range of good quality resources indoors and outside. The environment is particularly welcoming because staff are imaginative and create tasteful displays. The routine is organised to ensure children have a balance between adult-led activities and those chosen by children. After dinner children select books and sit in the quiet corner. They look at a picture and some talk with friends, developing social skills and a love of books. Their ability to interact with peers reflects discussions staff hold with children about making new friends when they leave for school. Children's skills in forming letters and writing their names are promoted suitably. Consequently, they are adequately prepared for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Key persons work competently with parents to promote children's care routines. Initially, staff follow the routines established in the home and adapt these to the routines in the nursery as agreed with parents. The settling-in phase allows children to bond with staff who interact warmly at all times. They promptly respond and give cuddles when children are a bit fractious. As a result, children feel secure and form strong bonds of attachment with the staff. Therefore, the transition into the setting is smooth for all children. The staff talk to children constantly throughout activities and praise them appropriately for sharing and taking turns at using resources. Consequently, children grow and learn the rules of behaviour and are generally, well-behaved.

Care arrangements in the nursery support children's well-being adequately. For example, younger children sleep after dinner and babies sleep according to their established pattern. The nursery provides vegetarian meals which are freshly-prepared each day. Children enjoy a selection of foods that reflect a range of cultures as they learn about the benefits of healthy eating. Water is available at all meal and snack times, and whenever children request a drink. Children are confident in their knowledge of the nursery routine. For instance, pre-school children go to the toilet area when they have put their used cups on a tray. They wash hands independently and attend to their personal hygiene quite well. However, children do not always have access to soap. This means that the procedures to ensure children's good health is effectively promoted are not rigorously implemented. Consequently, children are not sufficiently protected against infection.

Children play outside daily, weather permitting. The exciting play spaces are resourced with equipment that encourage children to take risks. For example, there is a low bridge in the play area for younger children. The climbing apparatus in the pre-school playground, provides interest and challenge. Therefore, children learn about the effects of exercise on their bodies as they explore and run around in the available space. The premises are kept secure at all times due to the bells at the outer doors. Internal doors to care rooms are accessible only through use of security fobs worn by the staff. This means that children are kept secure when they are on the premises. Children experience a stress-free transition within the nursery because the movement between rooms is appropriately organised. A settling-in period is agreed so that they grow used to the new base rooms, the staff and peers. Consequently, they are comfortable in the environment.

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

The arrangements for safeguarding children are satisfactory. There have been previous safeguarding concerns and Ofsted imposed a Notice to Improve. The managers take appropriate steps to maintain children's safety and have carried out several risk assessments in the care rooms. For example, the temperature in the baby room is recorded several times during the day and the air-conditioning unit is switched on in all rooms if the temperature is high. The provider has enclosed trailing leads in appropriate casing although these are not always secure. Some overhead storage in the baby room pose a potential hazard to children as the step taken to minimise these are not sufficiently

robust. For example, baskets are stored well back from the edge of shelves and soft toys are mainly stored on some shelves. These are not hazardous to children but record folders are kept near to where children sleep. Staff do not normally access these folders when children are asleep but they have not given full consideration to the consequences if the folders are prised loose. This means that they have not identified these as a potential hazard if they need to access the folders at any time. The ratios of adults to children are maintained throughout the day and staff are deployed effectively to supervise children throughout all activities. For example, sleeping children are observed and sleep charts completed regularly.

The managers and staff are confident in their knowledge of procedures to be followed to protect children. Robust recruitment procedures and suitable induction ensure that adults are suitable to work with children. Trainees on long-term placement, for whom vetting is being processed, do not work unsupervised with children. All records and policies for the smooth running of the provision are consistently maintained. There is an established programme of professional development as appraisals are completed yearly. Staff are encouraged to take responsibility for specific roles in the nursery. For instance, the behaviour management coordinator supports staff to manage children's behaviour competently. Regular supervisions ensure that staff have opportunities to discuss where they need support in their work with the children. The monitoring of processes relating to learning and development is rigorous. For example, peer observations allow staff to feedback to colleagues where improvements can be made in the quality of teaching. The planning is reviewed by room leaders and the managers ensure that assessments are timely and accurate. However, the monitoring of care practice is less secure as issues relating to hygiene practices are not always identified.

Self-evaluation is in place and changes have been made to improve the provision. For example, more resources are available and a canopy is erected during hot weather to provide shade for outside play. In response to parents' suggestions the flooring in care rooms was changed. Staff contribute to the self-evaluation through regular staff meetings and children are asked to comment on activities. However, the self-evaluation is not sufficiently rigorous to take account of monitoring of practice and whether risk assessments are sufficiently robust. This means that, at times, the nursery does not offer the best care for children.

The strong partnership with parents is underpinned by frequent communication. For instance, parents receive daily feedback about what children do. A parents' evening is held for more in-depth discussions and for sharing information about children's progress. Newsletters issued by the management team and those prepared by room leaders provide valuable information to ensure parents know about events and activities. Parents are satisfied with the care of their children in the nursery and the progress in their learning and development. The managers and staff work generally well with external professionals, for example, they liaise with the local children's centre regularly. Currently, there are children who attend other early years providers. The managers demonstrate a clear awareness about how to develop partnerships with other professionals to share information about children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY355211
Local authority	Birmingham
Inspection number	873512
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	43
Name of provider	Russell Nursery School Ltd
Date of previous inspection	11/03/2011
Telephone number	01217773778

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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