

# Russell Nursery School

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



## Inspection date

23 June 2015

Previous inspection date

31 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are kind and considerate towards the children resulting in warm and caring relationships. Children behave well, play happily with one another and readily form friendships with other children.
- Children have many opportunities to visit their local community which promotes their awareness of other people and how to keep themselves safe outdoors.
- Staff demonstrate good knowledge about the signs and symptoms of possible child abuse and neglect. They have a good understanding of the procedures to follow should they have concerns about a child's welfare.
- Resources are stored accessibly which enables children to easily select what they wish and encourages children to initiate their own play. Learning journals document the progress that children make and planning develops from children's individual interests.
- The quality of teaching is good and ensures that children make good progress in their learning. Staff provide a stimulating and interesting range of learning opportunities which means children develop skills in readiness for school.
- Strong and effective relationships are in place with parents who are kept actively informed of their children's progress by their key person.
- The nursery is effectively led by a strong management team. Managers oversee staff practice and identify training needs so that the quality of care and learning continually improves.

### It is not yet outstanding because:

- On occasions, staff do not make full use of the outdoor environment to promote a wide range of experiences for children, such as messy play and exploring sensory materials.
- Staff do not always model language and words for the children that are sufficiently varied or descriptive, to fully promote a growing vocabulary.

## What the setting needs to do to improve further

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

- review the use of the outdoors so that children have more opportunities to enjoy messy play and explore sensory materials
- develop further opportunities during adult-led activities for children to learn a wider range of descriptive words and language.

### Inspection activities

- The inspector spoke to staff and children present and observed activities taking place indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector reviewed documentation including the complaints procedure, policies, children's learning journals and checked the qualifications of staff and evidence of their suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.
- This inspection was carried out as a result of a risk assessment, following information we received about this provider.

### Inspector

Susan Rogers

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The manager and staff use regular and precise assessments to monitor children's progress very well. This helps them to identify any gaps in learning and support children promptly. Children thoroughly enjoy the activities and experience a wide range of learning opportunities that ensure they make good progress in all areas of learning. Children enjoy playing creatively. Older children use their imagination and problem-solving skills as they use recycled resources to build structures. For example, they make musical instruments that produce a variety of sounds using cardboard tubes. Staff promote children's literacy skills by making story time interesting and encourage both younger and older children to make marks as they play with sand. Staff are skilled at responding to children's interests and their ideas as they play. For example, staff support children's decision to use sand on the floor space to create shapes. Younger children are well supported by staff as they model words and sounds and explore an interesting play space. However, some staff working with the older children do not always extend their understanding of language by using a wider range of descriptive language, for example, as they shape and manipulate dough.

### **The contribution of the early years provision to the well-being of children is good**

Children behave well and form strong and caring relationships with staff. They develop a strong sense of responsibility and happily help to clear away toys before their lunch. They enjoy the responsibility of serving themselves at mealtimes and chat to their friends as they sit at the table together. They learn how to keep themselves safe through discussions and staff modelling safe behaviour. There are clear risk assessments in place that consider the ages and abilities of the children and the equipment that is in use. Staff also supervise children well. As a result, children learn in a safe and stimulating environment. Children enjoy regular physical play outdoors. There are, however, fewer opportunities for children to use sensory materials and messy play outdoors to further extend their experience of exploration.

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

This inspection was prioritised following concerns being raised about a child cutting another child's hair during a play activity. The nursery has in place a comprehensive risk assessment that has been recently updated to ensure this does not reoccur. Safeguarding procedures are effective and staff are fully aware of their role in protecting the children in their care. Any accidents or incidents are fully recorded and shared with parents. Staff work closely with schools as they help prepare children for the move to school. Managers keep a check on the quality of teaching and make sure it is of a good standard. Training opportunities ensure that staff develop their professional skills and as a result, staff are well qualified and promote children's learning effectively. Strong recruitment procedures ensure that staff are suitable for their role. Staff and managers take into account what parents and children think, in order to improve the nursery further.

## Setting details

<b>Unique reference number</b>	EY355211
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1017137
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	46
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Russell Nursery School Ltd
<b>Date of previous inspection</b>	31 July 2013
<b>Telephone number</b>	01217773778

Russell Nursery School was registered in 2007. The nursery employs 11 members of childcare staff, nine of whom hold appropriate early years qualifications at level 2 and 3. The nursery opens from Monday to Friday all year round. Sessions are available from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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