

# Rubery Day Nursery

1 Round Saw Croft, Rubery, Rednal, BIRMINGHAM, B45 9TT



## Inspection date

Previous inspection date

2 November 2015

16 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Since the last inspection, considerable improvements have been made. The outdoor areas are now well resourced and stimulating, and staff are well supported throughout their professional development.
- Staff work well with parents and are successful at engaging them in their children's learning. Staff ensure that there is a variety of ways that ensure parents feel included.
- Strong and positive relationships between staff and children are in place. This promotes children's sense of security and emotional well-being.
- The quality of teaching is good and staff provide children with a wide range of interesting activities that build on their individual interests and learning needs. This promotes children's good progress in all areas of learning.
- Staff gather valuable information about children's individual care routines, interests and development during initial discussions with parents. This helps them successfully meet children's overall needs and plan for their further development.
- Staff provide excellent individual care for disabled children or those with special educational needs. Strong partnerships are in place with external agencies so that additional support is regularly accessed for children.

### It is not yet outstanding because:

- On occasions, some languages spoken by children are not fully incorporated into the setting. This results in this group of children not having every opportunity to make the best possible progress in their communication and language development.
- Some staff do not always recognise when the more quiet children wish to take a more active part in adult-led activities.

## What the setting needs to do to improve further

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

- help staff recognise and focus more closely on fully supporting children who are quiet or shy
- place further value on all home languages spoken by the children, so that their communication skills advance more quickly.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are well qualified and experienced. Their professional development is supported effectively through coaching and peer observations made by senior staff. Supervision sessions and team meetings provide a positive focus for staff development. Managers ensure that all staff benefit from regular training that enhances their professional skills. Self-evaluation is used to set targets for improvements, look closely at the impact of teaching and to share good practice. Managers also share positive practice with other local settings and are well supported by managers from other settings in the same ownership. The arrangements for safeguarding are effective. Staff have regular training and have a good knowledge of procedures to follow if they have concerns about a child in their care. Staff and managers monitor children's progress and development and use the information to plan for any gaps in their learning.

### Quality of teaching, learning and assessment is good

Staff and parents complete an initial assessment of children's starting points. These are used effectively to plan activities for children's further development. Staff track children's progress and promptly identify any gaps in their learning or development. Strong partnerships are in place with other agencies and professionals. This ensures that children's wide ranging needs are securely met. Children generally communicate well and are confident. They enjoy creating imagined scenarios using dinosaurs and messy play materials. This encourages them to be adventurous in their ideas and think about solutions to problems. They listen avidly during story time and are able to discuss what happens next in the story. They enjoy outings to the local area, which promotes their interest in the wider world. Staff model language and help to extend children's vocabulary by introducing new words. However, not all languages that children use are well represented in the setting.

### Personal development, behaviour and welfare are good

Staff provide a welcoming and stimulating environment that interests children. Children of all ages are encouraged to become independent. Younger children are helped to serve themselves at mealtimes and clear away. As a result, older children are fully confident in taking care of their own self-care needs. The newly refurbished outdoor area enables children to explore a wider range of play experiences, such as, the mud kitchen, vegetable garden and wheeled toys. Children behave well and are developing good listening skills. Staff sit with children at mealtimes and engage them in purposeful conversations. Children understand the importance of regular exercise and healthy snacks and meals.

### Outcomes for children are good

All children make good progress from their starting points including those who are in receipt of funding for early education. Children are independent and are eager to help others and develop good communication skills. Children confidently develop the skills needed for the next stage in their learning and as they move on to school.

## Setting details

<b>Unique reference number</b>	EY460144
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1028615
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Rubery Day Nursery Ltd
<b>Date of previous inspection</b>	16 September 2013
<b>Telephone number</b>	01217616161

Rubery Day Nursery was registered in 2013 and is situated in purpose built premises in Rubery, Birmingham. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, two staff have a level 2 qualification, two staff have a level 5 qualification and the manager has Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children, those with special educational needs and those who speak English as an additional language.

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