

Mavis Legge Nursery

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



Inspection date

24 February 2017

Previous inspection date

9 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff give a high priority to children's safety. They help to ensure children are kept safe from harm through effective safety policies and risk assessments.
- All children make consistently good progress from their individual starting points. Children are motivated, confident and active learners. Children are keen to explore the well-organised play areas and the exciting range of good quality play resources that is available.
- Children are happy in the setting and are eager to spend time with their friends. They are greeted warmly and enthusiastically by the friendly staff, with whom they develop strong attachments.
- Leadership is strong. The manager has an effective programme of supervision and professional development for staff. This has a positive impact on children's learning as it helps to keep staff's knowledge up to date and refresh their teaching skills.
- Parents are very pleased with the nursery. They comment that staff are caring and welcoming. They say that their children enjoy attending and make good progress in their learning and development.
- The management team regularly reviews the effectiveness of the provision. Information is collected from parents, staff and children and this is used effectively to plan further improvements.

It is not yet outstanding because:

- Staff do not provide enough information to parents, in order to help them continue their children's learning at home.
- Partnerships with other providers that children attend are not yet fully developed to promote the best possible continuity of care and learning.

What the setting needs to do to improve further

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

- share more information to help parents, in order to continue their children's learning at home
- develop more effective partnerships with other providers that children attend to promote the best possible continuity of care and learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the manager, registered provider and children's key persons. She carried out a joint observation with the manager.
- The inspector talked with children and staff at appropriate times throughout the inspection.
- The inspector looked at documentation, such as children's records, accident forms and attendance registers.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed the nursery's self-evaluation and plans for improvement.
- The inspector took account of the views of staff, parents and children spoken to on the day.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Management ensures that all staff have a good knowledge of how to identify any possible signs of abuse. Management provides training to enable staff to recognise possible signs of abuse and know where to report concerns about children's welfare. They regularly assess staff's knowledge and understanding of how they would put this training into practice. Staff have a good understanding of what action they must take in the event of a concern regarding the welfare of a child. Recruitment is robust. Leaders complete thorough checks to help ensure that staff are suitable to work with children. Regular supervision meetings and appraisals help the manager to monitor and improve the quality of teaching.

Quality of teaching, learning and assessment is good

The enthusiastic staff engage children well through effective interaction. They have high expectations of what children can achieve. Staff make frequent observations and accurate assessments of children's development during play and routines. They use this information to plan effectively for the next steps in their learning. Staff engage very well with children in role play and use their good questioning skills to promote children's communication and language skills. Children are fully engaged in a creative activity for long periods. Staff promote children's small-muscle control as they encourage them to dab and squeeze the paint from sponges. Elsewhere, babies giggle and engage with staff as they enjoy music and dance sessions. Babies learn how to use resources in different ways. For example, staff teach them how to build with stacking cups and how to use them to fill and empty during sensory play. Staff organise the environment particularly well to help children to be as independent as possible in leading their own play and learning. They help children to learn how to count and recognise shapes as they eagerly explore and investigate sensory resources. Children learn about different festivals and cultures.

Personal development, behaviour and welfare are good

Children behave well and build strong bonds with their carers. They are polite to adults and each other. They share toys and resources well and are happy to take turns. Children receive good support to develop independence and self-care skills. Staff help to promote children's good health. Meals and snacks served to the children are varied and nutritious, and include fresh fruit and vegetables. Children have plenty of opportunities to be physically active. Children develop their confidence and self-esteem as they enjoy the regular praise they receive.

Outcomes for children are good

Children's early literacy and communications skills are developing well. They are developing good pencil control and some can write the initial letters of their own name. Children follow routines and develop their independence, for example, as they tidy away before preparing for outdoor play. Older children learn to recognise numbers, name shapes and make comparisons during their play. Younger children learn to count. Children follow routines, such as tidying away before preparing for outdoor play. This means they are gaining the essential skills they need in readiness for their future move on to school.

Setting details

Unique reference number	EY284171
Local authority	Birmingham
Inspection number	1064570
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	76
Name of registered person	Priority Area Playgroups
Registered person unique reference number	RP520275
Date of previous inspection	9 September 2013
Telephone number	0121 772 1511

Mavis Legge Nursery was registered in 2004. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 up to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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