

Mavis Legge Nursery

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



Inspection date	14 November 2018
Previous inspection date	24 February 2017

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

The provision is good

- The nursery is well organised, record keeping is good and managers fully understand their key responsibilities. This helps them to foster children's safety, welfare and learning at a good level.
- Staff get to know children and their families from the outset using the well-thought out settling-in processes. Children develop positive relationships with staff and their peers. They are comfortable and relaxed in the environment.
- Overall, staff are good teachers. They foster children's learning through a balance of adult-led and child-initiated play. All children make good progress in their learning.
- The environment is stimulating and bright. Staff provide children with age-appropriate toys and resources. Children are motivated learners who enjoy attending.
- Staff manage children's behaviour in a positive way as they are kind, caring and calm. They teach children about right and wrong from a very early age. Children quickly learn to follow the nursery rules and behave well.
- Staff promote equality and diversity in different ways. They find out about and value children's home lives, cultures and languages. Children learn about acceptance, tolerance and respect.
- Staff share two-way information with parents, professionals and other providers about children's care and education. This helps to foster good continuity between the nursery, home and other settings children attend.

It is not yet outstanding because:

- Occasionally, in the toddler and pre-school room, routine transitions and whole-group activities are not organised as well as possible. Children do not always fully participate or engage at the highest level in these experiences.
- Managers do not focus staff's professional development as well as possible on expanding their teaching skills. There is scope to build further on staff's confidence, particularly those newer to their roles to help elevate the quality of teaching across the nursery to outstanding.

What the setting needs to do to improve further

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

- review the way routine transitions and whole-group activities are organised in the toddler and pre-school room to help fully maximise children's participation and foster the highest level of engagement
- expand staff's professional development and sharply focus on furthering their teaching skills, particularly those newer to their roles to help build confidence and elevate the quality of teaching across the nursery to outstanding.

Inspection activities

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

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The nursery premises are clean, tidy and secure. Staff conduct robust daily risk assessment and cleaning checks to ensure the environment, resources and equipment are continually suitable for use. Managers and staff can identify different indicators of potential abuse, neglect or radicalisation. They know how to respond promptly and appropriately to any concerns. This helps to keep children safe. Managers supervise staff and support them in their roles. The majority of staff are well qualified. Staff benefit from some opportunities to build on their skills, specifically safeguarding and welfare. This has a positive impact on the quality of care they provide. Managers reflect carefully on the overall quality of the provision and clear targets for development are set. This helps them to maintain good standards.

Quality of teaching, learning and assessment is good

Staff routinely observe children and make precise assessments of their learning. They plan a variety of activities indoors and outside that take account of children's next steps in learning. This helps to foster good progress. Overall, the curriculum is broad, and children benefit from activities that promote different aspects of their learning. For example, babies enjoy exploring sand using different tools and containers. Toddlers enjoy playing with small-world dinosaurs and animals. Pre-school children enjoy developing role-play games in the home corner and painting. This helps to build on children's sensory, imaginative and creative skills. Managers understand the importance of monitoring children's progress and do so effectively. Children who have special educational needs and/or disabilities and those in receipt of additional funding benefit from the support they need. This helps to ensure no child falls behind.

Personal development, behaviour and welfare are good

Staff are sensitive to children's individual care needs and ensure these are met. Staff are well deployed throughout the nursery. They supervise children closely and manage any unavoidable accidents well. Staff provide children with a variety of nutritious snacks and meals. They talk to them about the benefits of eating well. Staff provide plenty of outdoor play and encourage physical activities. Children enjoy riding around in wheeled vehicles and taking part in hide and seek or ring games where they can dance. Staff also foster good hygiene routines. Currently there is an issue with some of the hot water taps at the nursery, which is being fixed. Nevertheless, staff use their initiative to ensure children in all rooms have access to hot water to wash their hands throughout the day.

Outcomes for children are good

Children develop all the key skills they need for the eventual move on to school. They are confident and independent. They choose activities with minimal support and can manage their self-care needs from an early age. Children develop good social skills. They like the responsibility of helping their teachers and learn to play well with others. Children develop strong communication, language and literacy skills. They learn to vocalise and express themselves in a range of ways. All children enjoy singing familiar rhymes or songs and sharing stories with their teachers. Pre-school children also learn to identify letters in their names, and have fun drawing and writing.

Setting details

Unique reference number	EY284171
Local authority	Birmingham
Inspection number	10084350
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	1 - 4
Total number of places	50
Number of children on roll	54
Name of registered person	Priority Area Playgroups
Registered person unique reference number	RP520275
Date of previous inspection	24 February 2017
Telephone number	0121 772 1511

Mavis Legge Nursery registered in 2004. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above. The nursery operates Monday to Friday all year around. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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