

Russell Nursery School

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



Inspection date	21 November 2018
Previous inspection date	23 June 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider does not ensure there is always one member of staff on site at all times who holds a current paediatric first-aid certificate. This puts children at risk of harm. Children's attendance is not recorded accurately.
- The nappy changing station located in the baby and toddler room does not protect children's privacy.
- The temperature within in the baby room is too cold for long periods.
- The provider does not follow robust recruitment procedures to ensure all staff are suitable to work with children. For example, checks on newer staff do not include previous employment or enhanced Disclosure and Barring Service checks.
- The quality of teaching varies across the nursery. Managers do not tackle weaknesses in teaching effectively. The manager does not ensure that staff receive training, effective supervision and coaching to improve the overall quality of teaching.
- Staff in the room for two-year-old children do not organise and manage routines effectively. This results in children waiting around unoccupied too often. Staff do not understand the importance of the valuable and purposeful play children initiate for themselves.
- Staff over-direct children's play in the room for two-year-old children, reducing opportunities for them to explore, test and try out their own ideas. They do not effectively support children's listening skills and concentration.
- Procedures for monitoring and evaluating the nursery, including keeping children safe, are inadequate.

It has the following strengths

- Children enjoy the healthy snacks and meals provided.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure there is always one person who holds a current paediatric first-aid certificate on the premises and available at all times when children are present	22/11/2018
maintain a daily record of the names of the children being cared for and their hours of attendance	22/11/2018
ensure the premises are fit for purpose, with regard to the arrangements for nappy changing in the baby and toddler room, to protect children's privacy	22/11/2018
ensure that the temperature in the nursery, particularly in the baby room, is adequately maintained to ensure the good health of the children who attend	22/11/2018
ensure that all people looking after children are suitable, including by obtaining an enhanced Disclosure and Barring Service check	26/12/2018
provide effective support, supervision, coaching and training to improve staff's teaching skills and performance so they deliver quality learning experiences for all children.	26/12/2018

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

- review the organisation of daily routines and consider ways to minimise children's waiting times so that they remain interested and engaged at all times, and are not left waiting unnecessarily
- allow children to lead their own play and complete activities to their satisfaction, to enable them to learn as much as possible when they are following their interests
- provide more opportunities for children to explore and test out their own ideas
- make better use of all opportunities to help children increase their listening skills and concentration.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the nursery manager and the manager/owner of the sister nursery. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records, and discussed the nursery's self-evaluation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Karen Laycock

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. The manager does not ensure that there is a member of staff with a current paediatric first-aid certificate on the premises and available at all times when children are present. Records of children's attendance are not accurate. This compromises children's safety in the event of an emergency. The manager does not ensure that thorough checks regarding staff's previous employment are made as part of a robust recruitment procedure. She does not ensure that enhanced Disclosure and Barring Service checks are carried out for all staff. That said, the manager and staff have a suitable knowledge of the potential signs of abuse and neglect and the procedures for reporting any safeguarding concerns about children to the relevant agencies. The manager's assessment of staff practice does not focus precisely enough on identifying how they can raise the quality of teaching to become consistently good, particularly in the room for two-year-old children. She does not ensure that staff receive training, supervision and coaching to improve the overall quality of teaching.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. In the room for two-year-old children, during adult-led activities, staff restrict opportunities for children to investigate and fully interact with resources because they over-direct their learning. For example, during an adult-led activity, three staff sit with five children. They all speak very loudly at the same time, giving different directions to the children. This does not support children to develop their listening and concentration skills. Children's self-chosen play is not valued sufficiently. Staff do not recognise the importance of independent play and exploration in children's learning. For instance, when children are deeply engaged in play, independently or with their friends, staff insist that they tidy the activities away so that routine tasks can be undertaken. In contrast, children in the pre-school room benefit from good teaching skills. They are fully engaged, extremely motivated and excited as they join in different activities. Staff ask the children searching questions and give them time to organise their thoughts and respond. They encourage interesting conversations to promote children's language skills. Elsewhere, babies and toddlers giggle and engage with enthusiastic staff. They are given time and space to explore and investigate. Staff enthusiastically acknowledge babies' babbles, comment on what they are doing and repeat their vocalisations. This helps to reinforce that their sounds are important and valued. Staff engage well with parents at collection times. They share detailed information about children's care and learning experiences during their time in the nursery.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management compromise children's safety and welfare. The arrangements for changing nappies in the baby and toddler unit compromise children's privacy and welfare. For example, the door to the changing room has been removed and so visitors can see children having their nappy changed from within the room and from outdoors through the window. On the day of the inspection the heating system was not operating effectively and this resulted in the baby and toddler room being too cold. Children are well behaved. For instance, they use good manners and share toys with other children.

Outcomes for children require improvement

Not all children make good progress, particularly in developing their listening and concentration skills. However, they do steadily develop some skills necessary for their move on to school. Children demonstrate their developing independence skills. Babies are learning to feed themselves and older children put on their coats and shoes.

Setting details

Unique reference number	EY355211
Local authority	Birmingham
Inspection number	10070008
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	46
Number of children on roll	54
Name of registered person	Russell Nursery School Ltd
Registered person unique reference number	RP525133
Date of previous inspection	23 June 2015
Telephone number	01217773778

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

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.

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