

Russell Nursery School

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



Inspection date	8 April 2019
Previous inspection date	21 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- The provider, manager and staff team have worked well together since the last inspection to address the actions set and to drive further improvements. They reflect well on what further changes can be made to enhance the service they offer and promote good outcomes for children.
- The well-qualified management and staff team has a good understanding of how young children learn and develop. Children make good progress from their starting points. Staff know the children well and make regular assessments of children's play. They use the information gained from their observations to plan effectively for children's next steps in learning.
- Staff provide a caring and welcoming environment for children. Children are happy, settled and enjoy learning through play. They demonstrate good levels of confidence, showing they feel safe and secure. Children benefit from plenty of reassurance, cuddles and praise. This supports their emotional well-being successfully.
- Staff work effectively with parents, carers and other professionals to help promote children's ongoing learning. Parents are kept well informed about children's progress and are encouraged to continue learning at home. Parent and carer workshops are planned to engage them in children's learning in the nursery.
- Children's behaviour is good, and they learn to share, take turns and use 'kind hands'. Staff are positive role models who speak to children in a kind and respectful manner. They develop a lovely rapport with the children and take an interest in what they say and do.
- Although the manager has begun to monitor the progress made by some groups of children, this is not yet fully extended to ensure every child is supported to reach the highest levels of attainment.
- Not all staff demonstrate a confident working knowledge of wider safeguarding issues. This is with reference to how staff would identify that a child may be at risk from radicalisation or extremism.

What the setting needs to do to improve further

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

- build on the already good monitoring of children's progress to further identify gaps in achievements between different groups of children
- build on staff knowledge of wider safeguarding issues with reference to the 'Prevent' duty.

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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation and reviewed evidence of the suitability of staff and qualifications.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear understanding of their responsibility to follow the safeguarding procedures in the event of a concern about a child's safety. Effective recruitment, vetting and induction ensure all staff are suitable for their role. Children's attendance registers are maintained accurately. Positive action has been taken to maintain the playrooms at a suitable temperature. Prompt action has been taken to make sure at least one member of staff is on duty who has paediatric first-aid training. The arrangements for nappy changing have improved to protect children's privacy. Supervision meetings and ongoing professional development opportunities help staff to enhance their practice and teaching skills. Parents comment positively about the nursery, saying it has a lovely feel to it, children are happy and that staff know their children well.

Quality of teaching, learning and assessment is good

Children are happy, self-assured, confident learners. Staff use effective teaching strategies to support children's learning in readiness for school. They provide a good balance of adult-led and child-initiated play and all children benefit as they learn through play in well-organised playrooms. Staff follow the children's interests when planning activities and this helps children stay engaged and interested in their play and learning. Staff foster younger children's emerging language skills successfully. They model language well, repeating words and phrases to help build on their communication skills. Resources are available for parents to use at home to continue the focus on children's language skills and learning. Staff support babies and younger children to be inquisitive and explore a range of sensory resources. Older children talk about what they enjoy doing at nursery, such as playing with bricks, having fun, and running around and jumping outside.

Personal development, behaviour and welfare are good

Children's health and physical development are promoted successfully. There are good opportunities for all children to spend time outdoors. Children are reminded about being careful while playing outdoors and particularly when they are climbing. Staff help children to become independent and manage their own personal care needs. Children benefit from eating healthy meals and snacks. Older children learn to take turns while speaking in a group and to listen to their peers. This helps them develop the skills they will need when they move on to school. Staff provide a range of activities for children to learn about other cultures. They help children to learn that 'everyone's views count'.

Outcomes for children are good

All children develop the underpinning skills they need for starting school. Older children's literacy and mathematical skills develop well. They learn about letters and the sounds they represent. Older children learn to think critically during a weighing activity. They learn about heavy and light and work out how many objects they need to make the scales balance. Older children are confident speakers and engage staff and visitors in their play and discussions.

Setting details

Unique reference number	EY355211
Local authority	Birmingham
Inspection number	10086445
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	46
Number of children on roll	60
Name of registered person	Russell Nursery School Ltd
Registered person unique reference number	RP525133
Date of previous inspection	21 November 2018
Telephone number	01217773778

Russell Nursery School registered in 2007 and is location in Birmingham. It employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 to level 3. 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.

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