

# Inspection of Russell Nursery School

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

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Inspection date: 21 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily at nursery and quickly settle in to play. They feel safe and secure with staff, who are kind and caring towards them. Children have lots of fun and engage in a range of play activities that are planned for them, such as acting out stories and preparing food in the home corner. Children are kind towards their friends. For example, they tell them not to touch their cooked food as it is 'hot'.

Children are excited to explore different materials, such as paint and glitter. Those with special educational needs and/or disabilities are supported to engage. They are proud of their achievements when they make prints of their hands that they have painted themselves.

All children are supported to develop good literacy skills. Books are used routinely during activities and for regular storytelling sessions. Younger children find the matching dinosaurs that are shown in the pictures and are keen to count how many they have. There is a strong focus on speech and language and children are helped to learn new words to use in their play.

Children show high levels of self-esteem as they receive regular praise and 'high fives' from staff for their attempts. This helps them to develop positive attitudes and enjoy learning.

### **What does the early years setting do well and what does it need to do better?**

- Leaders and staff have planned a varied curriculum to support children in their learning. They have high expectations of what children can achieve and how to help them to progress to their next stages in learning. In the majority, staff demonstrate strong teaching skills and engage children well in their learning. The manager has identified areas for improvement, such as 'over supporting' children when using equipment, which hinders their growing independence. She plans to support staff through supervision and coaching to build on their teaching skills and increase their personal effectiveness.
- Staff know children's learning needs very well. They use the information gained from parents and their own observations to plan activities that stimulate children. Children jump up and down with excitement when it is their turn to play in the water. They listen and wait patiently for their turn to brush the dolls' teeth.
- The youngest children enjoy their time with staff. They use streamers and maracas to shake and laugh as they dance to the music together.
- All children have fun outdoors. There is range of resources for children to choose from, such as wheeled toys, balls and climbing equipment. The youngest children practise their hand-to-eye coordination as they throw and catch

different-sized balls. Older children are supported to play cooperatively with others, taking turns to throw, roll or kick their balls to knock down the skittles. They help each other to set up the skittles again, ready for next time.

- Staff use many opportunities throughout the day to engage children in two-way conversation or conversation in groups. They read stories together, such as 'The tiger who came to tea' and act out parts of the story. They refer back to the book to find out what to do next.
- All children are learning good skills for communication. Staff use careful questioning to support those children who need additional help to respond. Children are actively encouraged to express their thoughts and feelings and staff listen and show that they value what children say.
- Children are keen to share what they know and have remembered, such as where milk comes from and why carrots are good for you. Staff help them to understand why they carry out good hygiene practices. Children say they wash their hands to get rid of the germs.
- Children's behaviour is very good. All children contribute and tidy up. They listen and respond well to staff and put toys away where they belong.
- As a result of the COVID-19 (coronavirus) pandemic, parents do not enter the nursery. However, they speak highly of the staff and say that they are friendly and welcoming. They are happy with the communication they receive about their child's learning and know what staff are currently working on with their child.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers understand their duties to safeguard children and protect them from harm. Robust recruitment procedures are followed, and checks are carried out regularly to ensure that all staff are suitable to work with children. All staff have a secure understanding of the procedures to be followed in the event that concerns may indicate that a child is vulnerable to abuse. They understand what they must do if they have concerns about a member of staff working with children. A range of required documentation is well maintained, which contributes to the good welfare of children. Areas of the nursery are checked daily to ensure the environment is safe for children.

## **What does the setting need to do to improve?**

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

- build on the arrangements for supervision with individualised support and coaching for staff, to enhance their teaching skills further and increase their personal effectiveness.

## Setting details

<b>Unique reference number</b>	EY355211
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10201289
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	46
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Russell Nursery School Ltd
<b>Registered person unique reference number</b>	RP525133
<b>Telephone number</b>	01217773778
<b>Date of previous inspection</b>	8 April 2019

## Information about this early years setting

Russell Nursery School registered in 2007 and is location in Birmingham. It employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one at level 5 and five at levels 2 or 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.

## Information about this inspection

### Inspector

Suzanne Taylor

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and inspector conducted a learning walk and viewed all areas of the nursery and discussed how the curriculum was organised.
- The inspector made observations throughout the inspection and conducted joint observations with the manager to assess the quality of education.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with leaders and managers. She reviewed relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and took account of their views.
- This inspection was carried out following the risk assessment process.

We carried out this inspection 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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