



Russell Nursery School

Inspection report for early years provision

Unique Reference Number	EY296608
Inspection date	25 October 2005
Inspector	Anne Felicity Taylor
Setting Address	130 Russell Road, Hall Green, Birmingham, West Midlands, B28 8SQ
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Registered person	Parapure Limited (5165538)
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Russell Nursery School registered under the present ownership in December 2004. It operates from a converted and extended house in the Hall Green area of Birmingham. A maximum of 106 children may attend the nursery at any one time. The nursery school is open each weekday from 07:30 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 110 children aged from under 1 year to under 8 years on roll. Of these, 31 children receive funding for nursery education. Children come from a wide catchment area with local parents using the setting and other parents travelling in

from further afield to work in central Birmingham. Children attend for full day care and a variety of sessions. An out of school service is also offered. The setting is able to support children with special educational needs and children who speak English as an additional language.

The nursery school employs 30 staff. The manager and 17 other staff hold appropriate early years qualifications and several other staff are working towards a qualification. Information and communication technology is used extensively throughout the setting to support children's learning and to enhance the information available to parents. The setting holds the Birmingham Early years Development and Childcare partnership Quality Framework Gold Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of energetic physical activities both indoors and outdoors that contribute to their health and well-being. The children benefit from having opportunities to play outdoors within a small group of a similar age, and playing within a mixed age group, for example, when the babies are outside enjoying some fresh air. Older children learn well to support younger friends and to be considerate and kind. They improve their skills and co-ordination as they enjoy ball games with the active participation of staff. Children are lively and enthusiastic as they take part in indoor circle games and singing. Staff support the physical development of the younger children well, as the babies and toddlers learn to crawl and walk.

Children throughout the nursery learn the importance of good personal hygiene routines well with the consistent support of the staff. Younger children chat as they have their nappies changed, learning about keeping clean and observing the good example set by the staff. The maintenance and organisation of the pre-school bathroom limits the independence of older children, for example, paper towels are difficult to access. Comprehensive policies are in place and these are all available to parents, for example, the health and safety policy including information about infectious diseases. Parents are always well informed about any accidents during the day as there are good procedures in place, for example, accident recording procedures. Effective medication policies are in place ensuring medication is stored and administered safely. Children are cared for very well if they have an accident or become ill, as staff are first aid trained.

Children are well nourished and enjoy the healthy diet offered. The menu is meat-free and offers a good variety of fish based and vegetarian dishes which are cooked from fresh daily. Children look forward to lunch time as they discuss food that keeps you healthy, for example, vegetables in the casserole. They confidently request second helpings and drinks. Children enjoy chatting to friends and staff at meal times. Babies follow their individual home routine as far as possible for bottle feeds, drinks and meals, offering continuity of care. Parents are always consulted regarding dietary needs and preferences, ensuring all individual needs are met. Daily menus are always displayed.

Children's individual needs regarding sleep and rest are met very well, for example meal times are flexible to allow younger children to eat early or late to accommodate their needs. Children are comfortable on beds or in cots with individual clean bedding. Children sleep safely with close staff supervision and regular checking.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, very secure, well-maintained environment. They are comfortable within the effective boundaries set by staff for safety, for example not running when indoors, to avoid accidents. Children have easy access to a wide range of appropriate equipment, some at child height, encouraging independent choice. They learn to care for equipment well, helping to tidy up. Effective procedures are in place for staff to check and clean all equipment and toys regularly. Risk assessments are completed for the building and all activities, for example how the children are kept safe when they go for walks locally. Assessments are reviewed and added to as necessary.

Children are safe because comprehensive vetting procedures and inductions are in place for all staff and students. Staff are vigilant about the children's safety and well-being, and staff ratios are always maintained. Very good security ensures that all visitors are monitored and accurate registers are kept. Children develop a good awareness of safety issues as they practise fire evacuation. Fire safety equipment and electrical equipment are checked regularly.

Children are well protected from abuse or neglect. Staff have attended training and appropriate policies and procedures are in place. Senior staff take a lead role for child protection and all staff are aware of the signs to look for and the procedure to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a broad range of quality activities in all areas of the nursery. Routines are flexible and adapted well to meet the individual needs of children attending. Children are confident and secure in their age groups with their key worker. They display warmth and affection for staff, with staff reciprocating appropriately. Children under two years are very well supported by staff as they play alongside friends, learning to share and take turns going through the tunnel during indoor physical play. Children benefit from the knowledge staff have of them and good use is made of the 'Birth to three matters' framework and the Foundation Stage for planning. Appropriate activities are offered and staff are skilled at planning the next steps for a child as they assess development. Children are becoming confident communicators, discussing 'making cakes' with play dough, and chatting to each other at lunch time. They try new experiences, waiting patiently and being quite captivated by the use of the interactive electronic board. Children use their imaginations freely using a wide range of creative materials, for example, paint,

collage materials and clay. They are proud of their 'work'; some is taken home and some displayed effectively throughout the setting.

Physical development is strong with babies and toddlers encouraged and supported to crawl and walk. Activities effectively encourage the children as they build blocks and chase tyres outside. Toddlers explore size and volume with sand and water play and are proud as they develop skills with the mouse at the computer. Children's knowledge of the local community and the environment is extended as they go for walks and build links in the community, for example, the primary school. Children take part enthusiastically with circle games and singing.

Older children concentrate on activities for long periods of time ensuring that learning is extended and fun. They are encouraged to develop independence as they wash their hands before lunch, and as they put on their coats before outdoor play. Staff praise and encourage the children to try new activities and children progress well in the stimulating environment.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop very positive attitudes to others following the strong example set by all the staff. They learn about their local community and the wider world through interesting projects, for example, Diwali celebrations and fund raising for others. Children have access to a broad range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability. These images are reflected in the children's work.

Children's individual needs are met, with staff knowing the children and their families well and constantly exchanging information with parents. The grouping of the children during the daily routine and the good key worker system ensures accurate recording of each child's progress and achievements. Staff have experience of children with special educational needs and there are comprehensive arrangements in place to meet their needs. Children are encouraged by staff to take turns, share and to be considerate and helpful. They begin to understand right from wrong through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example, distraction and explanation. Children respond positively to the praise offered.

The partnership with parents is good. Children benefit from the strong, open relationships between parents and staff, effectively developing the involvement of parents in all aspects of their child's care and learning. Parents and their child develop confidence in the setting as they complete an individual settling-in programme. Parents appreciate the key worker system and the easy access they have to staff. The regular newsletter and informative notice boards ensure parents are very well informed about all activities their children are completing. The comprehensive prospectus ensures parents have an accurate understanding about planning methods in place, for example the Foundation Stage and 'Birth to three matters'. Parents appreciate the regular open evenings and in particular the power point presentations, which give them an insight into the daily routine of the nursery.

Organisation

The organisation is good.

Children develop well, have lots of fun and learn effectively with the good care and the quality and range of activities offered. The strong leadership and management ensures staff continually monitor and review practice in the setting, always promoting good care and learning. Staff are encouraged to add to their professional qualifications and to complete short courses, ensuring a thorough knowledge of developments in early years. Students are welcomed into the setting. Staff display a sound knowledge and understanding of the Foundation Stage and are becoming more confident in the use 'Birth to three matters'.

The welfare of the children is the highest priority in the nursery and all staff work as a team to meet all the needs of the children. The ratios of staff to children are good, enabling babies and children to receive a lot of individual attention, including those settling in and children needing extra support.

Effective procedures and policies support the staff in working very successfully in partnership with parents and carers. Children benefit as their family are welcomed and involved with the life of the setting. The teamwork of the management and the staff ensures that the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should

take account of the following recommendation(s):

- ensure all equipment in the pre-school bathroom area is in a good state of repair and enables children to develop good personal hygiene routines.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk