

# Russell Nursery School

Inspection report for early years provision

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**Unique reference number** EY296608  
**Inspection date** 05/12/2008  
**Inspector** Adelaide Griffith

**Setting address** 130 Russell Road, Hall Green, Birmingham, West Midlands,  
B28 8SQ  
**Telephone number** 0121 777 4902  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

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. The nursery school is open each weekday from 07:30 to 18:00 all year round except on bank holidays. All children share access to a secure enclosed outdoor play area with canopies that allow children to play outside throughout the year. There is ground floor access to the premises.

The setting is registered to care for 106 children on the Early Years Register. There are currently 80 children in the early years age group. Of these, 24 children receive funding for early education. An out of school service is also offered for children on the compulsory part of the Childcare Register. The setting is able to support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs 25 staff. Of these, 16 staff hold appropriate early years qualifications and nine staff are working towards qualifications. The setting receives support from the local authority.

Information and communication technology is used extensively throughout the setting to support children's learning and to present information to parents.

## **Overall effectiveness of the early years provision**

Children are highly valued and all make substantial progress in their learning and development. Children's individual needs are extensively met and their welfare is effectively promoted although risk assessments lack detail. The purposeful partnership with parents contributes unmistakably to the quality of children's education and care. Significant links with other early years providers help children to make a successful transition to a range of provisions. Through the self-evaluation process firm plans are in place for improvements to the setting.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improve risk assessments to cover anything with which a child comes into contact and identify procedures for dealing with hazards effectively
- promote positive attitudes to diversity through activities that encourage children to learn about disability.

## **The leadership and management of the early years provision**

All required documentation is available to ensure the efficient management of the setting. Vetting procedures for all adults who work with children are robust and staff consistently attend updating courses. A high adult to child ratio is maintained at all times and the deployment of resources ensures that the environment is significantly enhanced. Staff have a common sense of purpose in promoting children's learning and development and this is reflected in regular room meetings and the consistent monitoring of teaching methods. Through regular quality checks the outside play area has been developed with an all weather surface and snack time is reorganised in order to promote children's independence fully. The setting demonstrates the capacity to make continuous improvements by addressing the recommendations from the last inspection. Moreover, staff have used questionnaires to gather children's opinions with regard to the care and learning they receive. The self-evaluation process identifies strengths that include a cohesive and dedicated team. Plans for improvement specifically focus on enabling staff to acquire leadership skills.

The welfare needs of all children are comprehensively met. Furthermore, the special needs co-ordinator has carried out an audit with all staff in order to identify issues that may give rise to additional needs. Images in the setting reflect diverse cultural backgrounds but make few references to disability. Systematic risk assessments do not consistently include potential hazards. The links with parents are well established. For example, they are encouraged to be involved in supporting their child's learning and development in order to complement what happens in the nursery. There are significant relationships with other early years providers to aid children's transition into other provisions in the vicinity.

## **The quality and standards of the early years provision**

Children are making considerable progress in the Early Years Foundation Stage due to a high level of interaction and support from adults. The environment is enhanced with a vast array of exciting resources and children are thoroughly at ease in the setting. All rooms are tastefully presented with vibrant colours and children have ample space to move around freely. There is a wide range of planned, purposeful play. For example, the singing of nursery rhymes helps to stimulate language skills and children's ability to recognise letters accurately is promoted through the use of information technology including an interactive white board. There is a very good balance of adult-led and child-led activities. For instance, staff actively encourage children to make choices and to develop their play and staff follow children's lead in dancing to music enthusiastically. This means that children's self-esteem and confidence are commendably promoted.

The quality of planning for individuals ensures that each child's learning needs are flexibly addressed. A wide variety of teaching methods helps them to maintain interest during activities. Stories are read with animated intonation and innovatively staff sing stories to stimulate children's involvement. Adults extend

learning by providing books that are linked to children's painting and children's imaginative play benefits from realistic resources such as traffic lights that flash during role-play activities. Children are achieving in all areas of learning. For instance, language for thinking is promoted through appropriate questioning. They are supported in learning about other cultures through cooking and food tasting activities but there are few images that help children to gain a clear understanding of disability consistently. There is a very strong emphasis on the appreciation of sounds, colours and texture in the sensory rooms that provide a soothing, restful atmosphere.

Frequent observations and assessments are carried out to note children's developmental stage and these are used to move them on to the next stage in their learning. Challenges are included effectively to motivate all children. A special needs co-ordinator is in post to support staff in meeting the additional needs of children with learning difficulties and/or disabilities. There is a very strong relationship with parents who make an active contribution to their child's learning. Parents are frequently provided with progress reports of their child's achievement as recorded in learning journeys. Staff have established links with other early years providers and this facilitates children's transition from the setting to other provisions.

Children are effectively safeguarded due to staff's confident knowledge and understanding of child protection and they are cared for in secure premises with controlled entry to all rooms. Owing to procedures including the administration of medication and the promotion of personal hygiene, children's good health is very well promoted. They are gaining precise information about keeping safe due to activities that simulate road traffic conditions and staff supervise children constantly to ensure that they use all resources safely. All staff manage children's behaviour by using developmentally-appropriate strategies. Consequently, children feel secure as they learn the boundaries of behaviour. The outdoor and indoor spaces, furniture, equipment and toys are maintained in a suitable condition as reflected in risk assessments although these lack detail and do not always indicate potential hazards to which children are exposed.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted.

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.