

Russell Nursery School

130 Russell Road, Hall Green, Birmingham, West Midlands, B28 8SQ



Inspection date

7 May 2015

Previous inspection date

5 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The provider has a good understanding of the requirements of the Early Years Foundation Stage, resulting in children's learning and care being effectively promoted. Staff are well informed about their safeguarding responsibilities to protect children from harm. All staff regularly refresh their understanding of safeguarding procedures to keep abreast of changes.
- Self-evaluation is robust. Previous recommendations are effectively met, and the provider has made many changes in the nursery. These include an interactive board in the pre-school room to enhance children's learning.
- Staff regularly discuss children's learning with parents and how they can continue with activities at home. This includes children with special educational needs and/or disabilities, and those who speak English as an additional language. The qualified teacher delivers regular sessions in early numeracy and literacy, ensuring children are well prepared for their learning at school.
- The strong partnerships with parents are underpinned by good communication. Parents receive information in various ways, such as newsletters that include planning, events and changes in the nursery. Parents are highly satisfied with the service they receive, including the provider's positive response to suggestions for improvement.

It is not yet outstanding because:

- Staff do not always use routine activities to help younger children learn about the reasons for eating healthy snacks and meals, so that they have a good understanding of the benefits of healthy eating.
- Although room leaders regularly monitor the assessment of children's development and achievements, one was missed. As a result, staff's understanding of how to clarify a child's specific needs was not fully addressed.

What the setting needs to do to improve further

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

- use routine activities, such as snack and mealtimes, to help younger children learn about the reasons for eating healthy foods, such as the fruit and vegetables that are served
- review the monitoring of assessments, so that staff further develop their understanding of where to focus their skills, to tease out some of the less obvious needs of children.

Inspection activities

- The inspector had a tour of the premises with the deputy manager.
- The inspector observed teaching and learning activities, both indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documents.
- The inspector carried out joint observations of teaching and learning activities with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children. The inspector checked the setting's self-evaluation form and the nursery's parent survey.
- The inspector looked at short clips of video recordings of ongoing teaching/learning activities.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Adelaide Griffith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide good-quality teaching through a wide range of stimulating activities, ensuring children have enjoyable learning experiences. Staff in the baby room have a good understanding of how to promote the prime areas of learning, as they enthusiastically talk with children. Lots of praise and eye contact underpin the interaction, ensuring children are fully engaged. Staff deliver well-planned activities, providing opportunities for these children to explore textures and to develop their coordination skills through messy play. There is a good balance between planned activities and child-led play, as older children freely move between the outside space and care rooms. Pre-school children have opportunities to develop skills in using information technology as part of their learning. Staff encourage children to spell out the letters of their names so they can write these on their work. Staff model active listening and attentively follow what children say. Staff include colours, counting and shapes so that children can recognise these in different situations. They imaginatively challenge children to cut more complex shapes, such as stars as they talk about these. Staff effectively promote children's development through all activities, ensuring they make good progress across all areas of learning.

The contribution of the early years provision to the well-being of children is good

Children's emotional well-being is consistently promoted due to the effective key-person system. Staff obtain relevant information about children's routines, and follow the patterns established at home. Therefore, the move from home to the nursery is well managed for all children, including babies. Staff competently promote children's independence skills through learning and routine activities. This means that children develop good self-care skills, such as learning to choose from healthy foods on offer. However, staff do not talk enough with children who are aged two years, or just under, about the reasons for eating healthy options. Children develop good physical skills, such as balancing when they play with the wide range of equipment outside. Children are well behaved because staff motivate them with lots of praise and rewards for their efforts and achievements. Staff provide an extremely welcoming environment, in which children can confidently explore their surroundings.

The effectiveness of the leadership and management of the early years provision is good

There is a well-established system of peer observations in the nursery. All staff have opportunities to contribute to this arrangement, resulting in them sustaining good-quality teaching. Room leaders take responsibility to regularly review the planning, to meet children's individual learning needs. However, a room leader missed one observation when they monitored the assessment. Staff have opportunities to discuss their professional development and performance. Some staff have attended training in the key-person role and are currently trialling alternative approaches to enhance their work with children. High-level qualifications underpin the good-quality teaching in the nursery.

Setting details

Unique reference number	EY296608
Local authority	Birmingham
Inspection number	848832
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	116
Number of children on roll	136
Name of provider	Russell Nursery School Ltd
Date of previous inspection	5 December 2008
Telephone number	0121 777 4902

Russell Nursery School was registered in 2004. The nursery employs 29 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2, 3 or 6, including one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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