

Russell Nursery School

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



Inspection date

13 July 2017

Previous inspection date

7 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 quality of teaching is strong. Staff provide children with a wide range of stimulating experiences that helps them to use their imagination, develop their own creative ideas and keep them interested and motivated to learn.
- Partnerships with parents are strong. Staff share regular information with them about children's ongoing progress. Children's homework is tailored to their specific individual learning needs. Staff carry out regular workshops to provide pertinent information for parents to enable them to further support their children's learning at home.
- Children benefit from a key person who takes the time to get to know them well. Staff are kind, caring and nurturing. They gain detailed information about children's care needs, capabilities and interests. They use this information to help children to settle quickly and to support their emotional well-being.
- An excellent range of displays provide information for parents, depict children's work and highlight their achievements throughout the year. Children talk confidently about the displays, showing high levels of self-esteem.

It is not yet outstanding because:

- Senior staff do not yet precisely focus performance management on raising the overall quality of teaching to be consistently outstanding across the nursery.
- Senior staff are not monitoring all groups of children's progress precisely enough. They have not identified where the youngest children can be even better supported to reach the highest levels of attainment.

What the setting needs to do to improve further

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

- sharpen performance management and make it more astute and precisely targeted on raising the overall quality of teaching to the highest level
- monitor groups of children's progress more accurately to identify where the youngest children can be even better supported to make the best possible progress

Inspection activities

- The inspector was accompanied by a second inspector. They observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed a number of joint observations with the nursery manager.
- The inspectors held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to parents during the inspection, looked at written feedback and took account of their views.

Inspector

Emma McCabe

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers are dedicated and ambitious. Self-evaluation is effective and parents, children and staff are fully involved in the process. Leaders and managers have a clear vision for improvement and strive to offer children high-quality experiences. The arrangements for safeguarding are effective. Staff have a good understanding of their safeguarding responsibilities. Policies and procedures are robust and in line with local safeguarding guidance. Staff are vigilant and know the procedures to follow if they are concerned about a child in their care. Staff benefit from regular training, staff supervisory sessions and meetings which help them to keep their knowledge and skills current. Staff use their skills and expertise to provide children with a safe and exciting environment.

Quality of teaching, learning and assessment is good

Staff are very well qualified and experienced. They have a strong understanding of the different ways children learn and their expectations of what children can achieve are high. Staff observe and assess children and those staff working with children aged over two years use the information very well. They plan a good range of experiences that challenges children and helps them to build on and extend their learning. Children investigate a range of media and materials to create pictures. They explore dough and excitedly talk about making pizzas. Children explore musical instruments and take part in stories, songs and rhymes. Staff question children and give them time to respond. They use descriptive language and model sounds to develop children's speaking skills.

Personal development, behaviour and welfare are good

Key persons recognise when babies and children are tired and hungry and ensure their personal care needs are effectively met. Children's behaviour is good. Staff act as good role models, they talk sensitively to children and remind them of expectations. Staff provide positive praise, reassurance and celebrate children's achievements. They listen intently to what children say and value their options and ideas. Children enjoy healthy and nutritious meals. All children have opportunities for outdoor learning. They enjoy playing in the well-resourced outdoor play areas. They learn to balance, climb and skilfully use a range of different resources. This supports their good health and physical skills. Staff promote children's independence well and encourage them to persist at tasks.

Outcomes for children are good

Children are making good progress from their starting points and gain skills that successfully prepare them in readiness for school. They remain focused and engaged throughout activities. Children's literacy and mathematical skills are developing well. Older children confidently write their name and younger children enjoy giving meaning to the marks they make. Older children recognise letters and the sounds they make. Children count and are beginning to recognise numbers. They are learning to add one more to a given number. Babies and younger children develop confidence for future learning. They use their natural curiosity to explore a range of natural resources.

Setting details

Unique reference number	EY296608
Local authority	Birmingham
Inspection number	1092151
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	116
Number of children on roll	122
Name of registered person	Russell Nursery School Ltd
Registered person unique reference number	RP525133
Date of previous inspection	7 May 2015
Telephone number	0121 777 4902

Russell Nursery School registered in 2004. The nursery employs 22 members of childcare staff. Of these, 20 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 until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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