

Norfolk House Nursery

28 Harborne Road, Edgbaston, Birmingham, B15 3AA



Inspection date	1 November 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leaders take effective steps to recruit good quality staff. Recruitment and vetting procedures are robust. Staff make effective use of their expertise and knowledge to secure good quality care, learning and development for all children.
- Leaders have high expectations of staff who share the leaders' ambition for success. Staff make good use of professional development to continue to improve their practice.
- Children make at least expected progress. Those children who start with skills and abilities below typical make good progress and soon catch up with their peers. They continue to learn and develop because they receive consistently good quality teaching and support.
- Staff make positive eye contact, use gentle touch and adjust their voices to provide ideal opportunities for early conversations between themselves and babies, and between one baby and another. Babies cuddle up to, and enjoy, being physically close to trusted staff.
- Key persons provide parents with good quality information about their children's care and learning. As a result, all children are well supported and effective partnerships and communication with parents are maintained.

It is not yet outstanding because:

- Staff's next steps to support children's continued learning are not always clearly explained or evaluated. Consequently, some individual learning plans do not focus sufficiently on what children need to learn next.
- Leaders have yet to implement fully an efficient and effective system to track the progress of groups of children. There are some gaps in children's learning that have yet to be addressed.

Inspection activities

- The inspector reviewed the improvements that the provider has made since registration and the plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors. The inspector carried out two joint observations with the nursery manager.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journals and staff's planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all staff working at the premises, and the professional qualifications and training of the leaders and staff.
- The inspector took account of the views of parents and those of children spoken to on the day of the inspection.
- The inspector explored the safeguarding arrangements, the security of the premises and how effectively the leaders have identified and taken steps to minimise any potential risks.

Inspector

Deborah Udakis, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

Leaders ensure that staff's practice positively impacts on children's care, learning and development. Leaders' monitoring, support, supervision and training encourage staff to reflect on, and improve, their practice. Parents who made their comments known spoke about the nursery, leaders and staff with high regard. Parents express high levels of satisfaction with the care and learning their children receive. The arrangements to safeguard children are effective. Leaders and staff have created a positive safeguarding culture in the nursery. All staff know how to protect children from harm. Staff forge strong links with families to support and maintain effective safeguarding practice. For instance, parents do not allow others to enter the setting without first seeking the leaders' approval. Risk assessments are used effectively to identify hazards and reduce risks.

Quality of teaching, learning and assessment is good

Staff complete accurate written observations and assessments of children's learning and development in partnership with parents. Staff's early assessments provide a clear overview of what children can do when they start at the setting. Staff plan a wide range of activities to support children's future learning. For instance, children are drawn to the well-equipped mud kitchen which allows them to explore, be messy and have great fun. Staff provide children with a variety of learning opportunities including sensory, imaginative, creative and exploratory play. Staff routinely support children's communication and use of mathematical language. During activities, staff engage children in conversation and help them to develop their thinking and ideas.

Personal development, behaviour and welfare are good

Key persons tune in sensitively to children and provide warm, loving, and nurturing care. They provide babies and toddlers with positive physical support; helping them to feel safe and secure. Children are happy and their behaviour is good. They receive consistent encouragement and praise. The pre-school children help to agree the Golden Rules of expected behaviour; staff rarely need to remind the children of these. Children's personal care needs, including nappy changing, are well met by dedicated key persons. Babies use laughter, giggles, babbling, some single words, and facial expressions and gestures to express themselves and communicate. Transition and settling-in processes are usually well managed. As a result, children settle securely into the nursery and when they move rooms within the setting.

Outcomes for children are good

Children are safe, secure and valued by those involved in their care. They learn to identify and express their feelings and to relate to others. They develop physical confidence as they participate in a range of good quality activities that encourage them to develop their core strength and coordination. Positive relationships with other key agencies ensure that children access additional support when needed. As a result, these children make good progress from their starting points. Children are well-prepared to move on to school. Learning journeys show that most children are on track to achieve a good level of development at the end of the foundation stage.

Setting details

Unique reference number	EY478000
Local authority	Birmingham
Inspection number	1067055
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	56
Number of children on roll	63
Name of registered person	Norfolk House School Limited
Registered person unique reference number	RP903310
Date of previous inspection	Not applicable
Telephone number	0121 452 1485

Norfolk House Nursery was registered in 2014. It is situated in the Edgbaston area of Birmingham. The nursery employs 19 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3; 3 staff are qualified to level 4, and 3 staff are qualified to degree level; one of whom has Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm except for bank holidays and public holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

