

Norfolk House Nursery

3 Norfolk Road, Edgbaston, BIRMINGHAM, B15 3PS



Inspection date	1 November 2016
Previous inspection date	11 February 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The inspirational, enthusiastic and committed leadership team and staff provide the highest quality care and learning to enable children to reach their potential.
- Leaders and staff evaluate the provision highly effectively. Leaders provide staff with excellent support, coaching and training to maintain consistently high-quality teaching. This ensures that all children, including those who speak English as an additional language, make excellent and sustained progress from their starting points.
- Safeguarding is of the highest priority. Leaders set high expectations for staff, parents, visitors and children to ensure that children are always safe. Staff are well trained, kept up to date with requirements and have secure knowledge of how to safeguard children.
- Partnerships with parents are outstanding. Staff engage parents well in their children's learning both within the setting and at home. Parents are exceptionally positive about the high-quality care their children are given and the excellent progress they make.
- Children are extremely happy and settled at the nursery and their behaviour is excellent. Staff are exceptionally caring and sensitive in helping children to form trusting and secure relationships. Their emotional well-being is well supported.
- The extremely warm, welcoming, safe and secure learning environment is of high quality, exemplified through beautiful displays of children's work and helpful information for staff and parents. Photographs of children with their key person are used throughout the nursery, such as on coat pegs and drinking cups, so that the children feel a sense of belonging and know who their key person is.
- The highly stimulating learning environment, indoors and out, offers children a wide range of exciting and challenging learning opportunities. Children explore with great enthusiasm; they gain confidence and independence as they test out new skills.

What the setting needs to do to improve further

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

- develop greater opportunities for children to learn about the wider world beyond the setting.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of a learning activity with the acting manager.
- The inspector held meetings with the nominated individual, the senior nursery manager and acting manager. The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the setting's self-evaluation, recruitment procedures, policies, first-aid qualifications, evidence of the suitability of staff working in the setting, and children's assessment records.
- The inspector took account of the views of parents spoken with during the inspection.

Inspector

Joy Mumby, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is outstanding

Leaders have an excellent understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Safeguarding is effective. Recruitment procedures are very robust. Staff work very effectively with agencies to ensure children's needs are met. Staff are exceptionally well supported and valued. Effective supervision and quality assurance mean that staff's training needs are identified and excellent development opportunities are provided, leading to high quality teaching. All staff are reflective practitioners. They take account of the views of parents and children when evaluating the setting's strengths and areas to improve. All children and families are welcomed, included and valued. Activities to broaden children's understanding of the wider world are good.

Quality of teaching, learning and assessment is outstanding

Staff provide an excellent range of stimulating resources and experiences which are accessible, open-ended and relevant to children's interests. They plan activities with a clear focus on supporting young children's and babies' development in language, communication, physical and social skills to enable them to achieve very well. Staff support all children's speech and language development well. They ask questions, introduce new vocabulary and seize every opportunity to sing with them. Children develop secure foundations in early mathematics. Children thoroughly enjoy themselves interacting very well with each other and staff.

Personal development, behaviour and welfare are outstanding

Children happily separate from their parents as they arrive; they are very safe, happy, settled, kind to one another and play extremely well together. Their care needs are met very well. They explore the environment independently and benefit from the consistent care from their key person. Their health needs are well met. Staff are excellent role models, they promote positive behaviour extremely well. Children's behaviour is excellent. Health and safety procedures are excellent. Children of all ages are involved in the risk assessment process so they learn from a very young age to judge and to take responsibility for their own safety.

Outcomes for children are outstanding

Children thrive in the happy learning environments that staff create for them. Babies are inquisitive and enjoy investigating new toys and experiences. They sit very well during story time and enjoy making marks with paints and a range of other materials. Children quickly learn skills in readiness for school from a very young age as babies use spoons and forks to feed themselves independently while older children develop secure literacy and numeracy skills. They are able to recognise several letters and sounds, read and write their own name, recognise shapes and numbers, and engage in simple mathematical problem solving activities by the time they move on to school. Children new to speaking English rapidly develop good communication skills.

Setting details

Unique reference number	EY393691
Local authority	Birmingham
Inspection number	1056611
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	52
Number of children on roll	83
Name of registered person	Norfolk House School Limited
Registered person unique reference number	RP903310
Date of previous inspection	11 February 2010
Telephone number	0121 4521485

Norfolk House Nursery was registered in 2009. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, two at level 2, three are qualified to degree level and one is working towards a level 3 qualification. Sessions are from 7.30am until 6.30pm. The nursery provides funded education for two-, three- and four-year-old children.

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