

Inspection of Norfolk House Nursery

28 Harborne Road, Edgbaston, Birmingham B15 3AA

Inspection date: 18 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this setting and make exceptional progress from their starting points. Staff plan learning for children based on their highlighted interests, initially using an 'invitation to play' to start the process. Staff create meaningful relationships with children and families. Learning environments are well organised, bright and very clean. Children are happy and can talk about what they enjoy learning at the setting. Multiple children talk about their recent learning around 'Jack and the Beanstalk', including showing props and acting out the story. Children's behaviour is excellent. The setting uses six golden rules to teach children about behavioural expectations, and each rule is linked to an animal to help children understand them.

Children's personal and intimate care routines are carried out sensitively by their key person. Children's allergies are considered, with robust processes in place to ensure individual needs are met. Children are asked for their views on what they like to eat, with the setting introducing a 'soup of the week' based on children's opinions. Children in pre-school and toddlers have access to forest school learning weekly. This enables them to practise their independence skills. The setting also provides exciting opportunities for children to access music sessions with an external teacher, which are carefully linked to the setting's curriculum aims.

What does the early years setting do well and what does it need to do better?

- Children's learning is purposeful. Education is based on a sequenced curriculum which complements the setting's planning processes. Staff identify children's interests and enhance their learning potential in the moment without hesitation. They provide stimulating opportunities for development.
- Leaders in each area of the setting have a clear curriculum intent of what they want children to learn. The setting focuses on encouraging children's independence skills. For example, babies are encouraged to clean their own hands and faces, toddlers' toilet training is advanced and children in pre-school access fruit and water independently. This ensures that children are ready for the next stage of their learning journey.
- The setting goes over and above to develop inspiring partnerships with parents. Regular meetings are held to ensure information is shared. Staff deliver workshops to help parents' understanding of child development topics, and home learning packs are available so that parents can continue children's learning at home. The setting has two parent representatives who support events and raise awareness of parent views.
- Children are deeply engaged in their learning through their own self-motivation and high-quality interactions with staff. Children in pre-school enjoy creating and discussing the features of fire engines following a visit from the fire brigade the

previous week. They use their initiative to continue the learning.

- The setting works collaboratively with a range of external agencies to further support the children and families. For example, a health visitor visits the setting regularly to allow parents to access information and family services. Although initiated before the COVID-19 pandemic, this assisted parents hugely during the pandemic due to limited access to local services. Additionally, a nutritionist has contributed to the weekly food menus.
- Leaders and managers have a comprehensive overview of the setting. Guidance is offered to staff through reflective practice opportunities. This helps to ensure extremely high standards are maintained and the best outcomes for children are achieved.
- The setting recognises the importance of children's well-developed communication and language skills and has therefore invested in external training to improve staff's storytelling abilities. Staff are skilled in this area, and children are completely engrossed by staff's vibrant and animated story times. The setting also provides a lending library for both children and adults.
- Staff are highly valued by managers. Training opportunities are provided that are related to staff preferences and children's current needs. This helps to nurture their professional development. The setting awards a staff member every month for 'going the extra mile', based on nominations from parents and their peers. Managers acknowledge the positive impact this has on children's learning.
- The provision offered to children with special educational needs and/or disabilities is excellent. Staff seek guidance from external professionals and dedicate time to make certain that these children make rapid progress. Staff access relevant training, and even invite parents to join the training with them, which helps to promote true collaboration and flawless partnership working.

Safeguarding

The arrangements for safeguarding are effective.

Staff have vast knowledge of safeguarding procedures and processes. Multiple staff have extensive training. They share this knowledge with visitors to the setting to help ensure adherence to the setting's policies at all times. There are vigorous safer recruitment checks in place to help ensure staff are suitable. Opening and closing safety checks are carried out, including for the garden and forest school area. Access to the setting is extremely secure, with a key fob system and intercom in place. The staff have delivered training for parents to ensure they understand the importance of safeguarding. This helps keep children safe.

Setting details

Unique reference number	EY478000
Local authority	Birmingham
Inspection number	10233917
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	64
Name of registered person	Norfolk House School Limited
Registered person unique reference number	RP903310
Telephone number	0121 452 1485
Date of previous inspection	1 November 2016

Information about this early years setting

Norfolk House Nursery registered in 2014. It is situated in the Edgbaston area of Birmingham. The nursery employs 17 members of staff. Of these, 12 hold appropriate early years qualifications at level 3. Two staff are qualified to degree level, including one who has early years professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm, except for bank holidays and public holidays.

Information about this inspection

Inspector

Natalie Herbert

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The senior nursery manager, nursery manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager and deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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