

Inspection of Norfolk House Nursery

3 Norfolk Road, Edgbaston, BIRMINGHAM B15 3PS

Inspection date: 6 May 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this nursery. They form exceptionally close bonds with staff, who are extremely attentive to children's individual needs. A vast array of exciting activities, designed to ignite children's curiosity and thirst for learning, are provided throughout the nursery. Children sustain extremely high levels of engagement and concentration as they explore, and test and trial their ideas. Babies enjoy playing with coloured water. They splash, pour and scoop water into a variety of different receptacles. They giggle with delight and say, 'oh oh', when they tip water on the floor. Babies enjoy exploring different textures, such as paint or sea creatures hidden in shaving foam. Toddlers enjoy investigating a tray of vegetables. They scoop and tip them into pots using utensils or squish them through their fingers to feel the sensation. Staff talk with children about the names and colours of the vegetables and whether vegetable soup is healthy.

Pre-school children explore a variety of different materials designed to develop their skills in writing and mathematics. They use paintbrushes in flour to make marks and pencils to draw round numbers. Children work together as a team. They use connecting blocks to build a boat with a tall mast for their flag. Children's physical skills are encouraged as they play bat and ball. They persevere until they manage their hand-to-eye coordination and hit the ball. Staff play alongside children as they are invited into a game of 'tag'. There is a wonderful ambience of positivity throughout all the rooms. Children are at the very heart of this setting, in every aspect of their well-being.

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

- Leaders and staff adopt a curriculum that is ambitious and designed to give every child the best possible start. Staff know their key children extremely well. They gather detailed information from parents at the outset. This information is used to plan a tailored learning experience which is unique to each child, based on their interests and individual needs. All children are making excellent progress in their learning. They acquire the necessary skills for their next stage in learning and eventual move to school. Children behave exceptionally well.
- Staff plan and provide an astounding array of different activities, which invite children into a world of awe and wonder. They want children to gain knowledge from a rich variety of experiences they may not gain elsewhere. Extra-curricular activities, such as baby ballet and cooking classes, provide children with opportunities to develop and gain skills required for their future learning.
- Children's love for the outdoors is promoted at every opportunity. All children spend lots of time in the nursery's amazing garden. Older children gain hands-on experience using tools such as hammers and saws at the forest school sessions. All children experience visits from a 'travelling farm' and 'zoo lab'. This helps

them gain an understanding of the world around them.

- Children with special educational needs and/or disabilities are extremely well supported. Staff are very astute at recognising when a child may need further help or support. They complete observations and reports which are shared with parents. Parents are asked to complete their own observations at home, and they attend meetings to observe their child in the nursery environment. A plan is agreed and put in place to support their child. This means any additional help accessed, if necessary, is very early in the child's learning and development. This helps them make the very best progress they can.
- Children's health is prioritised and promoted. Children learn about healthy eating and how to keep themselves healthy. Good hygiene practices are followed. Outside, children access a hygiene station for wiping noses, and antibacterial hand gel to clean their hands. Children benefit from a menu designed by a nutritionist and fresh food that is cooked by a qualified chef. The nursery has access to its own health visitor. Parents can make appointments and access her clinic at the nursery.
- Parent partnerships are exemplary. Parents speak very highly of the nursery and say communication is excellent. They are invited to parents' evenings and stay-and-play sessions. All parents comment that they receive homework to support their children's learning even further at home. They enjoy the reading library and puppets for story time at home.
- Equality and diversity are threaded through all activities in the nursery. Children feel valued and learn to respect each other. They enjoy celebrating and learning about other cultures and faiths, such as Black History, where African drummers and Caribbean food tasting were on offer.
- Staff say that they feel valued and their well-being is supported. They have access to care organisations should they need extra support. Staff's professional development is encouraged. They can access and request any training they feel may be beneficial. Regular supervisions and training ensure the quality of teaching is outstanding.
- Staff have gone above and beyond during the COVID-19 pandemic. They provided learning packs with resources to all children, which were tailored to their individual interests and next steps in learning. Zoom meetings were held where children at the nursery could see and participate in activities with their friends at home. This was exceptionally good for their mental health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of the utmost priority. All staff attend regular safeguarding training. Leaders and managers consolidate staff's learning and continue to ensure safeguarding is at the forefront of everything they do. Agency staff have to undergo a thorough induction on their first morning of arrival. They have to bring photographic identification and an original Disclosure and Barring Service check before they are allowed into the building. This is in addition to the suitability checks

the agency has already completed. All staff have an excellent knowledge of the signs and symptoms which may indicate a child is suffering harm. They know the procedures to follow should they have concerns about children in their care.

Setting details

Unique reference number	EY393691
Local authority	Birmingham
Inspection number	10236825
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	52
Number of children on roll	102
Name of registered person	Norfolk House School Limited
Registered person unique reference number	RP903310
Telephone number	0121 4521485
Date of previous inspection	1 November 2016

Information about this early years setting

Norfolk House Nursery registered in 2009. The nursery employs 14 members of childcare staff. Of these, one holds a degree qualification, 11 hold appropriate early years qualifications at level 3, and two hold qualifications at level 2. Sessions are from 7am until 7pm. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

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 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 of a small-group activity with the manager.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff spoke to the inspector during the inspection.

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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