



Mosaic Nursery Canley Children's Centre

Inspection report for early years provision

Unique Reference Number	EY330560
Inspection date	05 July 2006
Inspector	Carol Johnson
Setting Address	Sure Start Canley Children's Centre, Mitchell Avenue, Coventry, Midlands, CV4 8DW
Telephone number	02476 856850
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Registered person	Sure Start Coventry West
Type of inspection	Integrated
Type of care	Full day care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Mosaic Nursery opened in 2006 and is one of a group of neighbourhood nurseries operated by Sure Start and has links with Canley Children's Centre. It operates from purpose built premises situated on the edge of a large housing estate on the western side of Coventry, West Midlands. The site comprises of a day nursery, which is open each weekday for 49 weeks of the year from 08:00 to 18:00; a crèche to support parents and carers attending the centre; and a variety of courses and drop-in support

groups for parents, carers and their families.

A maximum of 44 children may attend the nursery at any one time. All children have access to a secure enclosed outdoor play area. There are currently 25 children aged from seven months to five years on roll. Of these, nine children receive funding for early education. The nursery has systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs nine staff. All hold appropriate early years qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are effectively protected from the risks of infection because they are cared for in a clean and tidy environment where staff and children follow good everyday routines to protect their health. Children know that they must thoroughly wash their hands after visiting the toilet and before touching food. Several staff have attended food hygiene training and this is reflected in their good practice. Children benefit from easily accessible and well-stocked first aid supplies and a high level of first aid trained staff. Admission forms contain information regarding any existing allergies or medical conditions that children may have and all staff are made aware. However, not all entries in the accident record are signed by parents and staff are unclear with regards to accident and incident recording procedures. Consequently, children's health and well-being is at potential risk.

Children's dietary needs are adequately met. Parents provide children with food for their lunch and the nursery offers a light tea to those children that remain until late in the day. A menu is displayed for parents to see which includes cheese on toast, sandwiches, fruit and yoghurt. Staff ask parents for details of any allergies or special requirements and these are recorded and respected. Children are not at risk from dehydration as water is freely available in all rooms and older children help themselves to drinks using a water dispenser and disposable cups.

Children are learning about the benefits of a healthy lifestyle through everyday discussions and planned activities. For example, older children went on a walk to a local supermarket as part of a topic about food. They were given photographs of a range of healthy fruit and vegetables and were tasked with finding the matching item. They helped to pack the shopping at the checkout and brought the items back to nursery where some items were used as part of a discussion and food tasting activity.

Children benefit from regular physical play that helps them to develop their muscles, co-ordination and confidence. Children can choose whether they wish to play indoors or outside as there is direct access to the outside play area from all rooms. There is plenty of space and resources and children are able to enjoy a variety of play.

Resources include water and sand trays, balls, skittles and large wooden building blocks. Staff ensure that there is sufficient challenge for children at different stages of their development. Babies and toddlers enjoy soft play and are encouraged to crawl and move as staff strategically place objects of interest to offer stimulation and motivation. Older children go on lots of walks in the local environment and they visit the park where they can run around and access large physical play equipment. Children are able to rest and sleep according to their needs because staff talk to their parents about routines at home and they are aware of children's moods and their individual comfort routines.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is adequately protected because staff take some positive steps to reduce risks. Daily visual checks are made on all areas of the premises and equipment and appropriate safety precautions are in place. For example, electric plug sockets are covered, there is safety surfacing covering parts of the outside play area and hazardous materials are stored out of the reach of children. Written risk assessments identify most potential risks to children's safety and suitable action has been taken to minimise these. However, outings are not individually risk assessed and more able children are able to open the nursery doors and, therefore, potentially could leave the premises unsupervised. Centre management and nursery staff are aware of the issue around the doors, measures are being considered and children are closely supervised whilst in their care.

Children are learning to keep themselves safe by following rules and safe practices. For example, they listen carefully to staff instructions before using woodworking tools. They know that only two children can play in the area at any one time and that they must keep their hands away from the blade of the saw. They are taught to be aware of others and only use small movements with the hammer to ensure that they don't accidentally hit another child or adult. Staff are vigilant about ensuring the safety and suitability of all resources. Children benefit from being able to access good quality and well-maintained toys. Storage is effectively organised to ensure that there is plenty of space for children to move safely and to encourage them to make independent choices about their play.

Children are appropriately protected by a staff team who demonstrate a working knowledge of child protection procedures. They are able to identify possible signs and symptoms of abuse and are aware that their first priority is to ensure children's safety and welfare. Several staff have attended specific training in this area. Children are not left unsupervised with persons who have not been vetted and they are only released into the care of known individuals.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the warm and caring nursery environment. Flexible

settling-in periods allow children to ease into nursery routines gradually and at their own pace. They are treated with kindness and concern by staff who regularly liaise with their parents to ensure that their individual needs are recognised and they receive consistency of care. Staff within the rooms are generally constant and relationships between the staff and children are good. Children are at ease to go to them for comfort, reassurance and support.

Children enjoy a wide range of spontaneous and carefully planned activities that help to improve their all round development. They are engaged and motivated. Staff demonstrate a good knowledge of child development and use what they know about individual children to plan activities that are both stimulating and suitably challenging for all children. Staff frequently observe children during their play and use this information to plan for their next steps in learning. Children enjoy play both indoors and outside and are able to choose from a good range of developmentally appropriate resources to extend their play and learning. They are provided with lots of different materials to explore and children regularly play with paint, sand, water and dough. Resources are presented attractively and they are placed at an appropriate level for children to enjoy and investigate.

Nursery education

The quality of teaching and learning is good. Staff demonstrate a clear understanding of the Foundation Stage and they use this knowledge effectively to provide children with an exciting range of opportunities and experiences to help their development in all areas of learning. They recognise that children learn through play and ensure that the environment is attractively presented and well resourced in order to offer fun and productive learning experiences for the children. Staff are actively involved in children's play and effectively guide and support children's learning. They demonstrate a good awareness of when it is beneficial to intervene and when it is more appropriate to stand back and allow children to explore and learn independently.

Children are making good progress in their learning because staff observe them and plan opportunities that reflect their individual needs and interests. Staff have realistic expectations for children's behaviour and they ensure that activities offer sufficient challenges to keep them both motivated and interested. All staff receive regular support from the children's centre teacher and they work closely to ensure that plans cover all areas of development and take into account the differing needs of the group of children within the room. Observations of the children are used to assess individual children's starting points and signpost future learning, however, input from parents is limited. Methods for recording children's progress along the stepping stones towards the early learning goals are in place. However, many of the children have only been at the nursery for a short period of time and staff are still building up a picture of their individual stages of learning through planned and spontaneous observation.

Staff interact well with children and use good open-ended questioning techniques to encourage children to communicate and learn. Children share news at group time and talk about things that are of interest to them. Staff talk to children about the weather on a daily basis and they encourage them to think about the changes that happen to their body when they are active. Children are keen to initiate conversations

and answer questions when asked. They know why they need to wear sunscreen and hats before going out in the sun and they recognise that they need to drink more when it's hot.

A variety of activities and everyday situations are used to encourage children's mathematical development. They show an interest in numbers and counting. Most children can count to five and more able children can confidently count to ten and beyond. Children use mathematical language in their play and can recognise common two-dimensional shapes. Regular opportunities are provided for the children to be creative through activities such as music, painting and exploring malleable materials such as dough, sand and water. Their work is displayed on the walls around the setting and this adds to children's self-esteem and lets parents know what they have been doing.

Children are practising their emergent writing skills during role play situations. They have written letters and addressed envelopes in the nursery role play area that is currently set up as a post office. Children demonstrate developing pencil control and some are starting to form recognisable letters when attempting to write their own names. Words displayed around the setting help children to learn about the connections between the spoken and written word. They recognise that they must not enter the woodworking area when the sign indicates that it is closed.

Helping children make a positive contribution

The provision is good.

A strong commitment to inclusion and promoting children's positive attitudes towards equality is evident in all policies and practice. Images and resources that help to promote an understanding and appreciation of diversity are very visible throughout the centre and children can choose from a variety of resources and activities that help them to gain a sense of belonging and increased self-esteem. For example, they can access a variety of multicultural books, dolls and role play items and a range of religious and cultural festivals are explored through craft and stories. Children are warmly welcomed and cared for as individuals because staff get to know the particular characters of the children that they care for and they talk to their parents about any special requirements or needs. The centre works collaboratively with parents, and where necessary, with other agencies to offer a good level of support for individual children. The premises is purposely designed to enable easy access for people with disabilities.

Behaviour is managed well and methods used take into account children's individual needs. For example, staff may use distraction and explanation. Staff provide children with good role models because they react to situations calmly and quietly. Children are learning to share and take turns in their play. Older children are learning that their actions impact on others and they are developing sensitivity towards others' feelings. Good behaviour is promoted through lots of praise and encouragement. Children respond positively to staff requests and are motivated to learn, behave and achieve. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Relationships are effectively

enhanced and supported because staff and parents work together to help children learn and develop. The centre offers families plenty of support as they are actively encouraged to take advantage of the many additional services on offer. For example, parents can attend 'Stay and Play' sessions with their children and access a variety of useful training courses. A crèche is available. Nursery staff and parents regularly exchange a variety of information regarding nursery procedures and children's care, behaviour and routines. For example, through newsletters, children's diaries and notice boards around the setting. However, limited information is available to parents regarding the Foundation Stage curriculum and their views are not actively sought as to what they know about their own children. Consequently, parents are not fully aware of the reasons behind children's activities and staff are not gaining the full picture of children's abilities and interests to help them plan for children's next steps in their learning.

Organisation

The organisation is good.

Leadership and management is good. The nursery is part of the Mosaic Children's Centre and staff work co-operatively alongside the other professionals on site. The manager is line managed by the early years team leader but the day to day running of the nursery is her responsibility. She is effectively assisted by a caring and skilled staff team. Staff are deployed effectively and the manager uses her knowledge of individual staff members to ensure that their individual roles match their interests and abilities. The manager and her staff are committed to ensuring that the provision and the service offered is continually developed to improve children's care and learning. All staff are qualified and their development and training needs are continually assessed. Staff have attended additional training in a variety of areas, for example, equal opportunities, working with babies and encouraging positive behaviour. Robust systems are in place to ensure the suitability of staff and induction procedures for new staff are satisfactory.

Space within the nursery is well organised to ensure that children have plenty of room to play and relax. Good quality resources are provided for the children and they are accessibly stored and presented to allow them to make some truly independent choices about their play and learning. Activities and experiences are carefully planned to meet children's needs and to provide them with lots of opportunities to learn and have fun. Documentation required to ensure the safe and effective management of the setting is well organised and generally available for inspection. Most paperwork is well maintained and confidentiality for children and their families is respected. Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all entries in the accident record are signed by parents and that all staff are clear with regards to accident and incident recording procedures
- ensure that all outings are thoroughly risk assessed
- make sure that children are unable to leave the premises unsupervised

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop ways to help parents understand about the Foundation Stage and to encourage them to share what they know about their children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk