

Coventry University Nursery

Inspection report for early years provision

Unique Reference Number 511628

Inspection date 13 August 2007

Inspector Myra Lewis

Setting Address Alma Buildings, Alma Street, Coventry, CV1 5QA

Telephone number 02476887305

E-mail R.Gandy@coventry.ac.uk

Registered person Coventry University

Type of inspection Integrated

Type of care Full day care

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?

Coventry University Nursery was registered in 1997 and is owned and managed by the university. It provides childcare for parents who are employed or in education and serves the local and surrounding areas. Priority for places is given to students and university staff. It operates from adapted premises within the university. Children are cared for in age-appropriate groups. The outdoor play area is a church garden a short walk away from the nursery.

The setting is registered to provide care for 60 children under eight years. There are currently 34 children on roll. Of these six receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and whom speak English as an additional language.

The setting is open five days a week, all year round. Sessions are from 08:00 to 18:00. Children attend a variety of sessions.

There are 14 staff who work with the children. Of these, over half have early years qualifications and the setting receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through established daily routines. They are actively encouraged to be independent and manage their self-care skills and do so with increasing confidence. Staff are available to provide appropriate support when needed. Suitable nappy changing facilities are in place. Children receive individual attention and their personal care needs are met effectively. Staff follow good hygiene routines to reduce the risks of cross-infection.

Children's health is positively safeguarded through the staff's current knowledge of first aid and the appropriate measures taken when they are ill. All minor accidents and medicines given to children are recorded and records are accurately maintained. A well-stocked first aid box is available, the contents of which are regularly checked.

Children have supervised access to a large sports hall for physical play activities, such as games and races. They practise their balancing and climbing skills and enjoy riding the bikes. They are taken to the church garden where they benefit from being in the fresh air whilst enjoying the activities taken outside, such as, painting, water play and role play activities. Plans incorporate many trips within the local area. For example, walks to local parks and visits to the City Farm to see the different animals. This provides children with many opportunities to explore their local environment.

All aspects of children's individual dietary requirements, that take account of their likes, dislikes and preferences are discussed and agreed with parents. A four weekly menu is rotated, meals and snacks reflect healthy food choices, for example, tuna mayonnaise, fresh vegetables and fruit. For babies, liquidised meals are provided whilst parents provide all formula milk feeds their child needs. Staff and children enjoy sociable mealtimes as they sit together to eat their meals. Mealtimes are relaxed, unhurried and positively encourage children's social skills and independence. They are confident in helping set the tables and in helping clear away afterwards. The children have opportunities to sample various foods and enjoy activities that help them learn the importance of healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in their surroundings. There is sufficient space for children to move safely and freely around the playrooms. Full risk assessments have been carried out on all areas used to ensure identified risks have been minimised. Children are beginning to learn about keeping safe through discussion with staff who reinforce safety messages, such as, learning to pick up toys from the floor to avoid accidents. Children help tidy away toys and are encouraged by staff to play safely.

Staff ensure toys and equipment are suitable, safe and conform to safety standards. Toys and resources are routinely washed as part of the daily routines and any broken toys are withdrawn from use. Maintenance is provided by Coventry University Estates department. Therefore, prompt action is taken when safety issues arise. Children are provided with a broad range of good quality toys and resources. However, because of limited storage facilities, opportunities for children to self-select toys and resources for themselves are restricted. There are good fire

evacuation procedures in place, which are discussed and practised with the children on a regular basis. There are effective systems in place for the safe arrival and collection of children. There are clear procedures to ensure only nominated persons collect children.

Children's welfare is further safeguarded because staff are aware of their child protection responsibilities and have attended relevant training. They understand their role in sharing and recording any concerns. The setting have a designated child protection co-ordinator who would follow through any issue of concern.

Helping children achieve well and enjoy what they do

The provision is good.

All children benefit from the warm and friendly environment. They know the routines well and are keen to participate in the many activities made available to them. The staff use the 'Birth to three matters' framework to provide age-appropriate activities to support young children's learning effectively. Babies receive good attention from staff who spend their time holding, talking and playing with them. For example, looking at books with a familiar adult, exploring different textures to develop their senses. Toddlers aged two to three enjoy a broad range of play activities such as construction, puzzles, dressing up, sensory play, craft and painting activities. However, their imaginative play is restricted because they do not have access to role play resources for independent play opportunities. Staff respond with genuine interest to children's questions and general conversations about their homes and families. Children are actively encouraged to make independent choices about their play and staff ensure they are purposely occupied throughout the day.

Nursery Education

The quality of teaching and learning is good. The staff work effectively together and have a good understanding of the Foundation Stage to support children's learning. Activities are planned and clearly linked to the six areas of learning. Children's progress is monitored through ongoing observation and assessment. Staff use this information to plan future activities and guide teaching. However, children's starting point of learning is not clearly identified and plans do not reflect the challenges for the older more able children, which impacts on some aspects of their learning. Staff use an effective range of teaching methods to guide children's progress. Children's independence and self-care skills are developing very well. They participate fully in all activities provided and form positive relationships with staff and other children. Staff encourage children to share, take turns and to take part in group activities. This helps provide a positive learning environment for children to make good progress in their learning.

Children use language effectively to express their needs and feelings, they are able to engage easily in conversations with others. They are learning to recognise their names through the self-registration system and through general conversations with staff and other children. Older children are able to write their names competently, whilst younger children are learning to recognise letters of their name. Children enjoy listening to stories. They use and handle books carefully and make good use of the book area during free play sessions. They share books with staff and each other. Activities reflect a variety of opportunities for children to sort, match, count and understand shapes and sizes around them. Plans reflect a variety of different topics to support children's understanding of their environment and knowledge of the wider world. For example, they make bird seed foods for their garden, use a variety of man-made products to represent different fruits and vegetables for the play shop.

Physical play is incorporated clearly in weekly planning. Children gain good control and co-ordination in their movements as they move confidently around the setting and by participation in weekly dance classes provided. Children enjoy daily sessions in the sports hall where they can climb on the apparatus and use bats and balls to practise throwing and catching. They are confident in using a range of small tools, for example, scissors, glue sticks, pencils and chinks which they use successfully. Children show a keen interest in technology and have access to the computer throughout the day. They use the mouse with increasing control and are learning to navigate through appropriate software programmes to support their understanding of colours, shapes, numbers and letters with minimal adult support. Creative play is promoted through a range of different craft activities such as painting, collage, sand and water play. Children enjoy singing and action rhymes and join in enthusiastically together. They learn about their own culture and those of others, through discussion, planned activities and celebrations of different lifestyles.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and respected as individuals. They show care and consideration for each other as they play together. Children have equal access to all toys and resources regardless of ability, gender or background. There are some good examples of positive imagery through a variety of photographs, posters, books and resources. Children's individual needs are discussed with parents in detail, recognised and met sensitively. Any specific requirements or information is shared openly. Therefore, the specific needs of children are clearly recognised and met sensitively.

Positive behaviour is valued and encouraged. Children respond well to praise and encouragement from staff who actively encourage children to share, take turns and play together. Gentle reminders from staff are consistent and reinforce positive behaviour. Therefore, children's behaviour is good and they develop a clear understanding of right and wrong.

The children's spiritual, moral, social and cultural development is fostered. Children develop a kind and caring attitude to other adults and children through ongoing discussions and practice within the setting. Staff act as positive role models and encourage children to respect their differences. The children have opportunities to learn about their own and other cultures through planned activities, visitors to the nursery and outings to local places of interest.

Open and friendly partnerships between parents and staff have been established. There is daily verbal contact to share relevant information about their children and communication is good. They receive regular newsletters and relevant information is displayed in the parents room. There are opportunities for parents to become a representative on the nursery steering group. Parents say they are very pleased with the care provided for their children, who are extremely happy and settled in the nursery.

The partnership with parents and carers regarding nursery education is good. There are regular opportunities for parents to talk with staff about their children's learning and periodic open days planned. There is an open door policy where staff make parents welcome at any time. Information regarding planned activities is displayed, although opportunities for parents to be more involved in their child's early education is limited which has an impact on their learning.

Organisation

The organisation is good.

Children are cared for in a happy and caring environment. They benefit from being cared for by staff who are confident in their individual roles and responsibilities. The daily routines are well-established and staff deployment is effective. Policies and procedures have been thoroughly reviewed and updated to promote the welfare, care and learning of all children. These are made easily accessible to parents and there are regular newsletters and information displayed to keep parents fully informed about the service provided and their children's daily activities.

The leadership and management of nursery education is good. The managers and staff work very well together to promote and support children's early education. Themes and topics are varied, and stimulate and interest the children. These are further enhanced by regular outings within the local area to consolidate their learning. The management team are fully committed to the ongoing development of the education programme and receive support from the local authority. Staff regularly update their knowledge and skills through a wide range of relevant training courses to strengthen their knowledge of the Foundation Stage Curriculum.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Care

At the last inspection the setting were asked to ensure that safety arrangements for children and staff were regularly reviewed.

The setting now review and update all risk assessments on an annual basis. All hazards identified are reported and rectified promptly through Coventry University Estates department.

Nursery Education

At the last inspection of nursery education the setting were to consider extending the range of technology resources available to children.

The setting have actively extended the range of technology resources. Children have access to a computer with smart board and a good range of suitable software to support their learning. This provides opportunities for them to develop their skills using the 'mouse' to navigate through different programmes. Further resources such as cameras, phones, keyboards, tills and programmable toys can be accessed through role play activities.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any further action to meet the national standards.

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

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 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):

- develop the role play area for younger children
- improve storage facilities so that children have more opportunities to self-select their choice of toys and resources

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):

- provide more opportunities that would enable parents to be more involved in their children's early education and ensure children's starting point of learning is clearly identified
- ensure weekly plans clearly reflect the different challenges and learning intentions for the older more able children

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk