

# Foleshill Children Services

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY345617
<b>Inspection date</b>	12 July 2007
<b>Inspector</b>	Karen Eunice Millerchip
<b>Setting Address</b>	454 Foleshill Road, Coventry, West Midlands, CV6 5LB
<b>Telephone number</b>	02476 785575
<b>E-mail</b>	
<b>Registered person</b>	Coventry City Council
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

'Freddie's Pride' nursery operates from purpose-built accommodation within Foleshill children's services centre. It is situated in the north of Coventry, West Midlands. A maximum of 55 children may attend the nursery at any one time and currently 33 children are on roll. The nursery opens from 08:00 to 18:00 Monday to Friday except for public holidays and five training days. All children have access to a secure enclosed outdoor play area.

Early education funding is available and 19 children aged three years receive funding. The nursery supports children with learning disabilities and/or difficulties and children who speak English as an additional language. There are six staff that work with the children, who all have early years qualifications to level 3 and above. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in a healthy environment. Personal care routines for children are good. They wash their hands before meals and after toileting. Staff's good practice prevents the spread of infection as they follow procedures such as wearing disposable gloves and aprons for nappy changing and separate food aprons when serving meals. Children's well-being is supported if they become ill or have an accident because all staff members are trained in first aid. Accident and medicine records are maintained confidentially and properly stocked first aid boxes are readily available.

Children are well nourished because they are provided with a good range of hot meals and snacks. They are offered three meals a day and the menu is rotated every four weeks to ensure food is varied. Children have a well-balanced diet that contains lots of fresh fruit and vegetables that are freshly prepared on the premises. Children learn about healthy eating because they choose from fruit, breadsticks and raw vegetables at snack times. Drinking water is available and replenished as needed. Children have their health and dietary needs met because staff work well with parents and ask questions about children's allergies and food preferences. Individual dietary needs are well catered for and alternatives are offered for children on specific diets. Children are learning about food that is good for you as they discuss foods at snack time and help to care for vegetables planted in the garden.

Children get plenty of fresh air and regular exercise as they are able to access the outdoor play area on a daily basis. Children are beginning to developing their balance, control and co-ordination as they use wheeled toys, play parachute games and help to water the garden. They have plenty of space to run about but the limited availability of large apparatus means that children are not able to fully develop their physical skills. Indoors, children take part in music and movement activities and join in with action rhymes. Babies have a separate play area which is used daily. When they are unable to go outside the room is set out with activities such as soft mats, baby gyms and sit and ride toys, which ensure that children are able to reach natural milestones, for example, crawling, pulling to stand and walking. Children enjoy familiar routines, in respect of sleep, rest and meal times. Staff talk to parents about children's individual requirements and endeavour to meet parental wishes. Consequently, children's emotional well-being is supported as they experience consistency and a sense of security.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment which promotes their safety. Rooms are well ventilated, brightly decorated and attractively prepared before children arrive. Staff warmly welcome children and parents and know them all by their first names. Artwork, pictures and posters are displayed throughout. Children are cared for in groups, according to their age, with key workers for stability. As a result children have a sense of belonging within the group. Staffing ratios are well maintained throughout the day.

Children use toys, equipment and furniture that is safe, clean and in very good condition. They are checked, before and after use, by staff and storage enables older children to access equipment safely. Children are able to move around freely and safely. The baby room is organised to enable children's care and play needs to be met simultaneously. Rooms are well organised

to effectively use the space available. A stimulating environment where the children are happy and secure has been created.

Positive steps have been taken to identify and minimise hazards to support children's safety. Written risk assessment of the premises are conducted and reviewed regularly. Staff understand health and safety issues within their environment, as they complete daily visual checks of areas, equipment and resources. Children are learning to take responsibility for their own safety because they have clear rules and boundaries which they are reminded of. For instance, they know that they do not walk around with scissors and toys should be put away after use. There are clearly defined procedures for emergency evacuation and a named person who is responsible for checking emergency lighting, extinguishers, alarms and fire exits to ensure the safety of children and adults. Records indicate the frequency of drills and procedures are reviewed if any difficulties are identified. Secure procedures are in place to evacuate non-mobile children and wheeled cots are available for this purpose.

Children's welfare is positively safeguarded because staff demonstrate a sound knowledge and understanding of child protection issues and procedures. They are well aware of their roles and responsibilities in ensuring that children are protected from abuse. There is a clear easily accessible child protection policy and most staff have attended relevant training to enhance their everyday practice and extend their understanding of related issues. Children are only released into the care of known individuals and they are never left unsupervised with persons who have not been suitably vetted.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, confident and enthusiastic in the welcoming environment created by staff. They become independent as they confidently choose where they want to play and select toys and activities from a good range of high quality resources. They thrive and develop because staff provide well-balanced routines and a high level of support throughout the session, which helps them feel secure. They separate confidently from their carers and settle quickly into the group.

Babies under two years are cared for in a separate area. They are provided with a rich and stimulating environment that includes a sensory room and their own outdoor play space. They confidently explore and investigate their surroundings and staff offer constant support to develop new skills and extend their vocabulary. Children benefit from a broad range of interesting and exciting play opportunities as staff use observations, assessments and the 'Birth to three matters' framework to inform their planning. Staff are kind and caring, thereby promoting children's feeling of belonging and security. Developmental records are maintained and shared with parents to ensure children's changing needs are recognised and met.

Children make secure relationships with familiar adults and each other. They play well together and for example, co-operate when playing with the sand, water and outdoor toys. They take turns and are developing independence appropriately as they learn to self-select resources and when choosing snacks and drinks. Children are well supported to try new activities and have a wide range of interesting experiences during a typical week. For example, children water the garden, dig their own garden area and enthusiastically explore the outdoor environment. Outdoor play is planned into the day and children have daily access to their own outdoor play space, which helps to develop their confidence when exploring and investigating.

Children's imagination is captured at rhyme time as they join in with familiar stories such as, 'Incy Wincy Spider' they squeal with delight as they perform the story using props and pour water onto the spider. Children and babies confidently use musical instruments during singing and story time as they are introduced to different sounds, tempo and rhythm.

## Nursery Education

The quality of teaching and learning is good. Children make good progress in all six areas of learning. Staff have a thorough understanding of the Foundation Stage and provide a good range of activities and play opportunities that help children to progress along the stepping stones towards the early learning goals. Planning is good and staff continually record observations which are then transferred to assessment records and used to effectively plan for the next stage of learning. In practice staff demonstrate that they use what they know about children to challenge them appropriately and lead them to the next stage of learning.

Children confidently engage in a wide range of free choice activities and adult-supported sessions. They make relationships easily and demonstrate increasing independence skills. For example, most children can freely access play materials and confidently express their individual needs. Children's language skills are encouraged by staff talking about the daily routine and the resources being used however, staff do not take advantage of everyday situations to encourage spontaneous learning such as counting when lining up or setting the table for meals or naming colours when using large blocks and introducing new play equipment. They use a varied range of materials in the graphics area and some mark making and early writing skills are emerging. Children are familiar with daily routines and procedures as simple labels and visual aids are displayed at child height both indoors and outside. This develops children's understanding of group expectations and their daily routine.

Children with specific needs are supported very well. Children enjoy time to explore and investigate a stimulating environment. They use some signs and simple language to help children understand what is expected of them. Older children within the group have also learnt basic words and actions to help children learn what acceptable behaviour is. Supportive staff interact with all children and provide one-to-one support for children with identified needs. Regular meetings are held to discuss progress strategies of managing particular behaviours and methods of promoting overall development.

Children show a developing awareness of their own needs, views and feelings as they communicate with each other and the staff with confidence, expressing individual preferences. They understand the agreed codes to make the group work harmoniously together. Children are developing independence at snack time as they select their own fruit and pour drinks. They select resources for themselves and are beginning to work independently during free play sessions.

Children are being introduced to number concepts as they play board games using a dice and count the spaces they have to move; they use measuring jugs of different shapes to introduce volume and measurement. They experiment with mathematical language in familiar contexts such as counting during stories and songs. Children are creative and imaginative, they produce observational paintings and are supported in naming them. Staff then display their pictures on the wall to promote children's sense of belonging. They have access to a wide range of resources and staff respond to their spontaneously expressed needs. Children enthusiastically explore colour, texture and shape and they work at their own pace with supervision and support from staff.

Children are gaining an understanding of past and present events through general discussions during play and whilst looking at photographs of themselves around the room. Photographs show children enjoying a good range of enjoyable and stimulating experiences. Children are beginning to learn about how the computer works as they press buttons and use the mouse to see what happens.

Outdoor play is accessed every session and children freely choose from a wide range of resources such as gardening tools, watering cans, balls, large building bricks, outdoor art and craft area and reading area. Children show their natural curiosity and excitement when they discover new toys for the first time. They are beginning to develop spatial awareness and control when manoeuvring small wheeled toys and when investigating natural structures in the garden, for example, a low bridge and an arbour created by interwoven trees. However, there is little access to large physical apparatus and this limits children's development in this area.

### **Helping children make a positive contribution**

The provision is good.

Children are treated with great respect and their individual needs are known and supported very well by staff. They attend from a variety of different backgrounds and children's individual needs are discussed with carers and parents during visits to the setting before they commence. Children are provided with excellent opportunities and activities to learn to appreciate and value each others' similarities and differences. For example, they freely choose from a very good range of resources which promote cultural differences and provide positive images of people in society. Children's independence is further developed as they select resources for themselves. There are many opportunities for children to express their ideas, thoughts and feelings during general discussions and play. They respond well to staff's open-ended questions and extension of ideas during play.

Children's sense of belonging is well promoted by the caring staff at the setting. Children with learning difficulties and/or disabilities are nurtured by staff who have a good understanding of their needs and intervene sensitively to support their development. Strong relationships with other professionals also support children in becoming independent learners. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved and play co-operatively. Staff ensure that positive behaviour is always praised to raise children's self-esteem. Children are learning group expectations such as, to be kind to one another, share and take turns. They learn about maintaining their environment as they help to tidy up after play. Staff are consistent in their management of behaviour and are good role models.

Children benefit through the staff's valuable relationships with parents. Parents are happy with the care staff provide and feel they are approachable and knowledgeable. They are kept informed of their child's daily progress as staff complete daily diary sheets. The partnership with parents and carers is good. Parents receive a booklet about the setting and the services provided and a display board gives parents general information about the routine of the setting. However, parents do not receive information specific to the Curriculum guidance for the foundation stage, which restricts their understanding of how their children learn. Parents are encouraged to share what they know about their child to ensure staff are aware of their starting points when settling in.

## **Organisation**

The organisation is good.

Children benefit from a good staff to child ratio and their welfare and care are very well supported. The routine and themes are mirrored in each room to provide a secure and familiar environment for children as they move rooms. They are encouraged to choose activities and select additional resources from low-level shelving and benefit from consistent routines and procedures. Indoor and outdoor play space is used effectively to maximise play opportunities for children. All staff are involved in planning and assessment to ensure children make good progress. The setting assesses their strengths and weaknesses and identifies areas for improvement. Strong relationships have developed with other professionals to enhance the service provided for children. Policies and procedures are freely available to parents and children's development records are accessible within their room.

Comprehensive documentation is in place, maintained and stored securely to maintain confidentiality.

Leadership and management are good. The staff team are highly qualified, dedicated and work together as a supportive team to provide high quality care for children. The manager is highly motivated and creates an effective setting steered by clear aims, objectives, roles and responsibilities. The management team are very involved in all aspects of nursery education and supporting staff. Management of staff is secure, equal opportunities are in place for all staff to develop professionally to maximise children's learning. This is achieved through the appraisal system and good supervision. All staff access sound training and demonstrate a commitment to delivering stimulating and exciting curriculum based activities. They demonstrate a comprehensive knowledge of the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage, which supports an interesting and engaging environment in which children are eager to learn. Overall, children's needs are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order 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):

- ensure children have opportunities to access large apparatus to develop different physical skills (this also applies to nursery education).

### **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 parents with information on how the Foundation Stage is used to help promote their child's development
- encourage children's learning in spontaneous situations.

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](http://www.ofsted.gov.uk)