

Sure Start Coventry West

Inspection report for early years provision

Unique Reference Number	EY271874
Inspection date	16 November 2007
Inspector	Tracey Marie Boland
Setting Address	Jardine Crescent, Coventry, West Midlands, CV4 9PL
Telephone number	02476 470 039
E-mail	
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 is part of the Sure Start initiative and has been registered since March 2004. It operates from three rooms within a community building that also houses multi-disciplinary teams. Crèche facilities and parent/carer support groups are also provided. The setting is situated in the Tile Hill area of Coventry approximately eight miles from the city centre.

The nursery and associated facilities serves both the local community and families from nearby areas. It opens five days a week from 08:00 to 18:00 all year round and can care for up to 51 children at any one time. There are currently 52 children on roll and the nursery is in receipt of funding for three and four-year-olds. The nursery currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Funding for nursery education will be available.

More than half of the staff hold early years qualifications to Level 2 or 3. The setting also supports childcare students and modern apprentices.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enter a warm, welcoming and vibrant environment where they develop a clear understanding of the importance of good hygiene practises through the consistent routines in place throughout the day and the reinforcement by staff. Older children vocalise the need to wash their hands at certain times during the day to 'get rid of the germs'. Staff are very good role models and ensure all areas and surfaces are clean and well-maintained. Independence is encouraged with regard to personal care and the care of younger children and babies is good. Individual sleep routines are incorporated into the day and good practises followed whilst they sleep to ensure their comfort and safety.

Children's health and well-being is promoted as their individual medical needs and requirements are well known by staff as discussed in detail with parents and carers. Excellent procedures are in place for dealing with emergency situations and all health records are completed. Parents and carers benefit from a clear policy which outlines exclusion times for infectious illnesses and staff ensure that children remain comfortable if they become unwell during the day until they are collected.

Children enjoy a wide variety of nutritionally well-balanced, freshly prepared meals each day that take into account their individual dietary needs and also their likes and dislikes. A menu is shared with parents and mealtimes are a happy, social occasion with ample food provided. However, although mealtimes are social occasions, children do not have the opportunity to fully develop their independence as most foods are served to them by staff. Very good routines are in place within the kitchen and children learn about healthy eating through discussions and various cooking activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enter an environment that is welcoming, bright and very well-maintained. Children's art work is displayed as are pictures of the children who attend and access into the building is only via a member of staff. A doorbell is used to alert staff to parents and visitors at the very beginning and end of the day and a record of visitors is maintained. Children's risk of accidental injury is minimised through the effective measures in place within the setting. Clear, concise written risk assessments have been completed and staff are proactive in their approach to safety at all times. Daily visual checks are completed both indoors and out to ensure potential risks are minimised and steps taken to remove any unsuitable items or resources. Gates and fencing are secure and well-maintained. Children are cared for in rooms according to their age and supervision is good at all times due to the good organisation of staff.

An extensive variety of toys, equipment and furniture are provided which are safe, clean and in excellent condition. Staff encourage the children to take care with them and to help with tidying them away when they have finished playing with them. Children are aware of the fire drill which is practised regularly and recorded. A clear fire evacuation procedure is displayed and fire safety equipment is regularly maintained.

Children's welfare is continually safeguarded because all staff have a good working knowledge of child protection. A clear, concise policy is in place and shared with parents which explains

staffs role and responsibility with regard to protecting children from abuse. Staff keep their knowledge and understanding up-to-date through ongoing training and clear measures are in place to ensure that children not left unattended with unvetted people.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the nursery happily and settle well into the nursery. The provision is vibrant and welcoming and staff greet parents and children. Routines are consistent and compound children's feeling of security and belonging. Children enjoy a broad range of toys, resources and play experiences both indoors and out and excellent relationships have been formed with the staff, children and their peers. Staff praise their achievements which promotes their confidence and self-esteem.

Children enjoy the wide range of activities provided and are eager to take part. Staff have a firm understanding of 'Birth to three matters' and the Foundation Stage and use this to plan an exciting, stimulating curriculum that meets the ongoing needs of the children. Play is adapted to meet specific individual needs of more or less able children and they are well supported in trying out new activities.

Babies access a wide range of soft toys, musical equipments, rattles, baby gyms and have lots of one to one time with the staff who are very responsive to their needs. Drinks and meals are given as required and their sleep patterns are followed throughout the day. Toddlers have sand, water, balls, construction play, puzzles, treasure baskets, art and craft opportunities and books which they are able to access independently. Outdoor play takes place each day to ensure they benefit from plenty of fresh air each day.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and plan a curriculum that challenges and encourages their natural curiosity and covers all areas of learning. Planning of the curriculum is informative, concise and clearly identifies individual learning needs and objectives. Staff interact with them and make good use of questioning and spontaneous learning opportunities. They manage their time well and are involved in children's play and learning. Staff use their knowledge and experience to skilfully question the children, encouraging their thought processes and use of language. Parents provide information for the staff initially about their child's development enabling them to plan accordingly. They benefit from newsletters, individual consultations, daily diaries and discussion to keep them informed and involved in their child's learning. Behaviour is very good and children are responsive to adults and their peers.

Children are confident, happy and involved and enthusiastically join in with the activities that are provided. They enter the settling confidently and relax into the routine of the day that they are familiar with. They ask questions and answer those put to them from staff. Children have formed strong relationships with staff and their peers and some have clear friendships. Staff praise and encourage the children, for example, one three year old takes time putting on his shoes. Staff offer encouragement and support if needed and eagerly praise him when he completes the task all by himself. Children are confident within the daily routine and understand the importance of good hygiene practises before they have their lunch. They explain they need to wash their hands explaining they need 'to get rid of the germs'.

Children join in with and enjoy familiar songs and stories, for example, singing 'if your happy and you know it'. They enjoy reading 'The Pirate Story' with a member of staff when outdoors and use home made resources such as swords, hand hooks and eye patches to re-enact the story. They ask questions and point out characters or things within the book and staff skilfully question and encourage them to recall past events, for example, one child points out a crab and discussion focuses on holidays, where they went and where they may find a crab.

Children count in rote to eight as part of their routine of counting how many children are present. Number lines are in place throughout the rooms and there are also included in the pictures and displays that are available. Children make marks with a variety of mediums. Some are able to form letters and older more able children can write their names, some copy or trace over theirs when written by a member of staff.

Children eagerly access the home corner which is currently a fire station. Pictures and labels reflect things found in a fire station, for example, a fire hydrant, fire engine, fire fighters and ladders. The children listen to a book which explains the role of the fire officer and put on their costumes, get a hose and pretend to put out the fire making a swooshing noise as if they had water. Children use a variety of wheeled toys and some confidently use the pedals. They manoeuvre with control and direction and also carry their peers on the larger equipment, for example, a two-seater tandem bike.

Helping children make a positive contribution

The provision is good.

Children and their families are welcomed into the nursery. Time is taken to develop an understanding of their individual needs and preferences which are considered at all times and respected. Children's knowledge of diversity and the wider community is encouraged through a broad range of resources which positively reflect race, culture, gender and disability, including books, puzzles, role play equipment and small world figures. This is further reinforced through the positive images of the children and their families who attend the setting which are displayed throughout, encouraging lots of discussion. Children learn about each others' similarities and differences and take part in topics and activities that include the celebration of festivals throughout the year. Children of all abilities are welcomed into the nursery and effective procedures are in place to encourage children to meet their full potential and ensure inclusion. A comprehensive policy is in place regarding special needs which details how the service will be provided to children. Children's spiritual, moral, social and cultural development is fostered through this positive approach.

Partnership with parents is good. A well written prospectus is given to them which includes policies and procedures that are in place within the setting. Staff work closely with parents to build a relationship and to ensure their child's home routines are known and incorporated into the day. Children have a gradual introduction into the nursery to ensure their feeling of confidence and a sense of belonging. Daily verbal and written communication takes place keeping parents informed and up-to-date about their child's progress and achievements.

Partnership with parents and carers of children receiving nursery education is good. They benefit from good quality information about the ethos of the setting and the planned activities that are taking place throughout each month. Strong communication systems are in place and the use of daily diaries and newsletters keep parents actively involved and included in their child's learning. Individual progress records are maintained and time taken to share these with parents throughout the year.

Behaviour within the nursery is very good. Staffs positive reinforcement and praise effectively promotes children's self-esteem and feeling of security. Children clearly understand what is expected of them and are kind to their peers and learn to take turns and share. Staff are good role models and take account of the differing levels of the children's development.

Organisation

The organisation is good.

Children play and learn in a vibrant, child focused environment where staff greet the children and parents warmly. Rooms are inviting and brightly decorated with children's work and are well organised to allow ample space to enable children to move from activity to activity safely and confidently. Consistent routines compound children's feeling of security and they settle easily into nursery life. Staff deployment is good and key worker systems are in operation. Effective daily communication takes place with parents both verbally and through the use of daily diaries which keep them involved and up-to-date with their child's progress.

Clear, concise and informative policy documents are available for parents and more detailed policies for staff. Documentation and records are well organised and held within the boundaries of confidentiality. Clear procedures are in place to ensure the efficient resolution of any issues that are raised by parents or people attending the setting. Overall children's needs are met.

Leadership and management is good. All childcare staff hold a recognised early years qualification and demonstrated a commitment to updating their knowledge through training both 'in house' and through the local authority. Excellent procedures are in place for the recruitment and selection of staff and good systems are in place to ensure cover for lunch time, holiday and sickness. An operational plan is in place for the setting and updated each year with a plan of action for the management and staff team. The manager oversees planning of the curriculum as she has a firm understanding of the Foundation Stage and the 'Birth to three matters' framework.

Improvements since the last inspection

At the last inspection the setting was asked to ensure children cannot access the low-level metal fence supports. The area is now safe as the metal posts are not accessible. Therefore, children's safety is maintained when playing outdoors.

The setting was also asked to review the Professional Abuse policy. A full review has taken place and all changes implemented. Therefore, staff are fully conversant with procedures.

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 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):

- make improvements as indicated in the nursery education section below.

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 children's independence in everyday routines and 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