

Capellas Nursery

Inspection report for early years provision

Unique reference number EY381774
Inspection date 05/03/2009
Inspector Kashma Patel

Setting address 656 Kenilworth Road, Balsall Common, COVENTRY, CV7
7DY
Telephone number 01676532853
Email capellashq@aol.com
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Capellas Nursery registered under Capellas Ltd in 2008, and operates from a converted house situated in Balsall Common in Coventry. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure, enclosed area for outside play.

There are currently 57 children on roll. The nursery is currently not receiving funding for early education. The setting is also registered on the compulsory and voluntary parts of the Childcare Register, although currently only cares for children in the early years age range. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs 11 staff, all of whom hold an appropriate early years qualification. A cook and an office manager are also employed.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and making good progress in their development as they explore a wide range of interesting activities both inside and outside the community. Staff consistently engage with children at their level offering good support and challenge which results in successful learning. Most documentation relating to children's learning is in place and children are generally safe and secure in the setting. The partnership with parents, and other carers is a key strength which contributes significantly to ensuring that the needs of all children are met very well. The management takes effective steps to ensure the setting is continually improving the outcomes for children through ongoing evaluation involving the whole team.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the risk assessment with regard to the fencing in garden
- further develop systems to record observations to ensure they clearly highlight the next step in children's individual learning.

The leadership and management of the early years provision

The partnership with parents and other carers is outstanding. Staff ensure they communicate very well with other settings who also deliver the Early Years Foundation stage (EYFS). They obtain written plans on activities and play opportunities offered to children and discuss their progress daily when they drop and pick them up. This ensures consistency in children's learning which enables them to make good progress in their all around development. The setting strives to

meet the needs of the community by offering parenting sessions and workshops for both the parents whose children attend the nursery and the wider community. This enables parents to further support their children at home. Daily written and verbal feedback which include emails with photographs ensure parents are kept well informed of their children's progress in the setting. Parents are consulted about the provision through regular questionnaires and their suggestions are acted upon by management.

All the necessary records, policies and procedures are in place which underpin the good quality of care provided. Procedures for monitoring children's progress in their development is good, however, some staff are not fully confident in recording their observations to plan effectively for the next stage in children's learning. The nursery has had a recent in change in the management structure, however, the team is already well established, and has a clear sense of purpose and direction. Continuous professional development is valued as staff have regular opportunities to attend further training to enhance their qualifications and knowledge. The manager sets a good example by working directly with the children and managing and supporting staff on a daily basis.

Children's welfare is safeguarded because staff have a secure knowledge of child protection and emergency procedures, and know what to do should a situation occur. Security inside the setting is good as internal exits are kept locked to ensure unwanted visitors do not gain access to the setting. Staff are deployed effectively and children are supervised at all times to ensure their safety. Detailed risk assessments are completed and reviewed regularly to assess most potential risks.

The quality and standards of the early years provision

Children participate in a wide range of interesting activities designed to stimulate their interest and challenge their learning as they work towards the early learning goals. Staff are confident in identifying the next stage of children's learning through observations and discussions with parents, however, some assessment records do not clearly identify this information. Positive adult and child interactions help children to form strong bonds with staff. There are lots of smiles and chatting as staff listen to, play and talk with the children.

Children are developing a good understanding of knowledge and understanding of the world. They enjoy planting cress seeds and caring for them by spaying them with water. Staff help children to re-call past events by asking them how many days ago the seeds were planted. They support children's understanding of numbers as they use a ruler to measure how many centimetres the cress has grown. More able children are able to identify the different parts of a flower such as the roots, stem and petals. Staff make good use of unplanned events, for example, when children find a spider in a toy box, they have an opportunity to examine it closely, by counting the legs and also drawing the spider. Children show an awareness and keen interest in counting and problem solving activities. For example, at snack time they count the cups and help staff peel and cut the fruit which they sort out on a plate. There are good opportunities for children to make marks. The writing area is well resourced with a good range of writing materials

such as pencils, crayons and markers. Children recognise their name cards through the self-registration system and also enjoying learning other languages at circle time. For example, they say hello in German to each other. Children have lots of opportunities to freely explore a good range of sensory, messy and creative activities, they enjoy playing with butter beans and lentils in the water tray. They access toys and equipment including information technology resources, such as computers, tills and the barbecue in the role play garden centre.

Children behave well demonstrating an awareness and respect for the settings rules and routines. Their efforts and achievements are praised and valued by staff which result, in children's confidence and self-esteem being promoted. Children learn about the wider world through regular outings in their community to local shops, the library and the park. They also have regular visitors to the nursery, for example, the nurse and dentist talks to children about keeping healthy. A wide range of play resources and books depict positive images of culture, ethnicity, gender and disability which promotes children's understanding of their community.

There are excellent procedures to promote children safety on outings. For example, the setting has a travel train which is a six seater buggy to ensure children travel safely in their community. Staff ensure children are warm and comfortable by taking blankets and drinks for them when on outings. Regular, written risk assessments are maintained for all outings, premises and equipment where most hazards are identified and minimised. However, a small gap in the garden perimeter poses a safety risk. Staff are fully aware of the residents in the neighbouring garden and are due to have a new fence.

Children enjoy healthy, nutritious snacks and meals cooked on the premises and staff work in consultation with parents to ensure all dietary needs are met. Children are able to independently access water and staff remind them to have a drink after they have taken part in physical activity. The garden is well organised with a range of activities which enable children to exercise in the fresh air using a wide range of toys and equipment. They enjoy digging in the garden and using wheeled toys to promote their physical skills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the registration.

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.