

Goslings Nursery

Inspection report for early years provision

Unique reference number

EY318288

Inspection date

06/07/2009

Inspector

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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 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

Goslings Nursery registered in 2005. It is situated in the centre of Coventry and operates from a semi-detached converted house in which children are accommodated across five rooms on the ground and first floors. The nursery is open each week day from 08.00 to 18.00 for 51 weeks of the year. All children share access to a fully enclosed outdoor play area.

The nursery is registered to care for a maximum of 46 children under eight years of age at any one time and may also care for older children. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently, there are 60 children in the early years age group on roll, some of whom receive funding for nursery education. Children attend from the local and surrounding areas.

The nursery employs 15 members of staff who work directly with the children and they are supported by three casual childcare staff members and a qualified chef. Of the staff who work with children, 15 hold appropriate early years qualifications and two are working towards early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children feel valued, happy and confident in the welcoming environment of the nursery. Outstanding partnership working between staff, parents, carers and outside agencies ensures that children's needs are well met and they are effectively supported to fully participate in the setting. Staff work well as a team to develop strong supports for children's care, learning and development, enabling all children to continue to make good progress. The nursery has made excellent progress since the last inspection, not only responding positively to the recommendations made but building upon these and developing practice further. Highly motivated and enthusiastic staff are effectively supported to make continuous improvement in their practice.

What steps need to be taken to improve provision further?

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

- review meal time routines for babies in order to enable each baby's key person to effectively meet their needs at these times
- ensure that children's hours of attendance are consistently recorded on a daily basis.

The leadership and management of the early years provision

Excellent systems are in place to support the effective evaluation of all aspects of practice within the nursery. Effectively reflecting on the evaluation systems that

they have in place, management have identified the need to draw together the different improvement action plans to create centralised plans that can be prioritised and monitored more efficiently. Staff, parents and carers are all engaged in the evaluation of the nursery and have their views positively responded to. Staff in each area of the nursery are using tools to evaluate the environment that they create for children and through reflective practice they continue to develop increasingly effective systems for supporting children's learning and development. Regular staff appraisals that incorporate the views of peers as well as supervisors are used effectively to plan for continued professional development and training. Staff develop positive working relationships and respond constructively to the feedback they receive from their peers. Improvement is driven by all members of staff because they are empowered to take the lead within the area of practice that they feel confident and knowledgeable about. The nursery is therefore very well placed to continue to build upon the strong practice that is already in place.

Children reap the benefits of the strong, positive relationships that are developed with parents and carers. Right from the start, staff spend time with parents getting to know them and their child so that they develop a good understanding of children's individual needs, likes, dislikes and general starting points. Support for children as they progress through the nursery and make transitions between rooms is improving as key people in each room work more closely with one another and parents to ensure that children's experiences are positive. There are a wide range of systems in place to support effective communication between parents and the setting ranging from daily discussions with key people to 'Parentmail' email updates. Effective communication ensures that children experience continuity and consistency in their care and that any issues that may affect their care, learning or development are proactively addressed. Consequently, when needed staff work promptly and effectively with parents to access external advice and guidance to ensure that children's individual needs continue to be well supported. Links between nursery and home are further supported through the book lending library and the soft toys that spend weekends with families who use photographic and written diaries to help their child share their weekend experiences with their friends and staff. A strong sense of community is being developed within the nursery. Staff organise regular family social events and days out and the views of parents and carers are valued and responded to constructively.

Children are safeguarded from harm and neglect and positive steps are taken to promote their welfare. All staff have a good knowledge and understanding of child protection policies and procedures and there are clear systems in place for the appropriate reporting and handling of any concerns. Staff are safety conscious and ensure that rooms and equipment remain safe for children to use. Children are learning how to keep themselves safe through regular practises of the emergency escape plan. However, there is potential for children's safety to be compromised. This is because the attendance registers that are used on a daily basis by staff are not always consistently completed.

The quality and standards of the early years provision

Children are quick to settle and are happy and confident as they explore the carefully planned environments that are created for them. Staff have a lovely rapport with children, offering lots of reassurance, praise and encouragement. Children feel valued because they have places to keep their personal belongings and they see their photographs and art-work displayed. Some families have also provided family photographs that children are able to access throughout the day and share proudly with their friends. Children reap the benefits of a generally strong key person system. The key person for each child ensures that they get to know them well and that their care, learning and development needs are met. The relationship between babies and their key person is strengthened because it is their key person who provides meaningful one-to-one interaction as they give them their bottles and changes their nappies. However, babies do not benefit from this at meal times when staff often need to feed two or three of them at the same time.

Staff are developing strong observation, assessment and planning systems in order to ensure that each child is effectively supported to make good progress in their learning and development. Through the key person system staff get to know children and their families well and build upon this using observations to develop a clear understanding of children's starting points and next steps. All staff contribute to the general planning of activities and experiences for children so that the needs of their key children are appropriately supported. In addition, staff are developing 'Learning Journeys' for each child in order to more effectively plan for and support their individual next steps in learning and development.

Staff plan a good range of interesting and stimulating activities and experiences for children. Children are encouraged to use their senses appropriately as they explore various sensory resources such as transparent bottles filled with colourful materials that provide different sound and weight experiences. Staff sing to children throughout the day and in turn children spontaneously start to sing songs such as, 'I hear thunder' as it starts to rain outside. Staff make good use of spontaneous learning opportunities. For example, when it rains heavily outside children are encouraged to look out of the window, to talk about what they need to wear when it rains and to look out for the rainbow that older children know may appear when there is rain and sunshine at the same time. Children enjoy daily opportunities to explore sand and water, to create with construction resources, to listen to stories and play imaginatively with home corner resources. They learn about being healthy and staying safe through various planned activities and experiences and the daily routine. Children enjoy getting to meet local police and fire officers to find about how they help us. They benefit from daily opportunities to be active outside in the fresh air where they explore messy play resources, playing imaginatively in the play house, use see-saws, balance beams and climbing equipment that provides greater challenge for older and more capable children.

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.	1

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?	1
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

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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