

Mosaic Nursery Canley Children's Centre

Inspection report for early years provision

Unique reference number	EY330560
Inspection date	29/06/2009
Inspector	Fiona Robinson
Setting address	Sure Start Canley Children's Centre, Mitchell Avenue, Coventry, Midlands, CV4 8DW
Telephone number	02476 470825
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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

Mosaic nursery opened in 2006 and is one of a group of neighbourhood nurseries operated by Sure Start. It is a purpose-built nursery located in Canley Children's Centre. All children have access to a secure enclosed outdoor play area. There is ramped disability access to the building. It is situated on the edge of a large housing estate on the western side of Coventry, West Midlands.

A maximum of 44 children aged from nought to five-years-old may attend the nursery at any one time. There are currently 47 children aged from seven months to under five-years-old on roll. Of these, 22 children receive funding for early education. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is open all year round from 08:00 to 18:00. There are 12 staff. All hold appropriate early years qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding, because of the staff's excellent promotion of children's welfare to ensure their individual needs are fully met. Children enjoy their time at the nursery and are fully included in a wide range of indoor and outdoor activities. Staff members are very knowledgeable about the children in their care and plan activities which take into account their individual needs and interests. Excellent links have been developed with parents and the host school. The managers and staff have an excellent understanding of the nursery's strengths and areas for improvement and there is an outstanding record for continued improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the outdoor environment for the outdoor area of learning

The leadership and management of the early years provision

Staff members have an excellent understanding of safeguarding issues. Comprehensive policies and procedures are fully implemented to ensure that children are safeguarded from harm and neglect. Staff members have an outstanding understanding of child protection issues. They know the possible signs of abuse and the reporting procedure and work with social services. Robust recruitment and vetting procedures ensure that all adults working with or having

contact with children are suitable. Risk assessments are conducted regularly and updated to ensure the potential for accidents is minimised. Children's safety is protected very well and staff are vigilant in supervising children to ensure they remain safe indoors and outdoors.

There is an excellent and supportive management structure which results in very effective teamwork. Staff members meet regularly to discuss their strengths and identify areas to develop to bring about positive improvement to further benefit the children. Excellent progress has been made in meeting the recommendations of the previous inspection. In particular, staff members have worked hard to ensure that the setting is safe and secure and record keeping is meticulous. They have identified the need to further develop the outdoor area of learning to include a forest school and additional resources for the physical area of learning. Well-qualified and experienced staff members respond positively to feedback and are keen to implement new ideas. Supported by management, staff members access relevant training courses and work hard to improve their practice. Staff are fully involved in decision-making. They are enthusiastic and fully committed to continued improvement.

Excellent links exist with parents. There are very effective induction arrangements in place. Staff members work hard to keep parents fully informed of their children's achievements and progress. They share the individual learning journeys with parents on a regular basis. They also keep parents well informed of special events and staffing arrangements, through newsletters and the parents' notice board. Staff organise 'Stay and Play' sessions, fun activities and workshops in order to involve parents more in the nursery school community. Excellent links have been forged with the host school. The foundation stage manager works alongside staff in the pre-school setting every Friday and information is shared on a regular basis.

The quality and standards of the early years provision

Children are particularly well cared for within an exciting, welcoming and inclusive environment. They settle very well and are happy and involved in a wide range of indoor and outdoor activities. A firmly established and highly effective key person system ensures that children experience continuity of care. Their individual learning and development needs are very effectively met. Key staff use observations, photographs, samples of children's creative work and evaluations from activities to develop individual learning journeys for each child. They provide a valuable insight into the children's time in the pre-school, toddlers and baby rooms. Staff members use learning journeys to assess children's strengths and to establish their individual next steps in learning and development. Children are very effectively supported to access a rich and varied curriculum that is responsive to their needs and interests.

Children are well motivated and eager to learn. They enjoy talking in circle time conversations. They show an interest in numbers and can confidently count to ten. They know the days of the week and like writing letters and posting them at the Post Office area. They recognise their names through the self-registration system and enjoy creating spaceships with large soft play blocks. Children recognise

common two-dimensional shapes and use mathematical language in their play. They enjoy listening to stories such as 'We're going on a Bear Hunt' and like re-enacting them outdoors. They have great fun painting the gazebo with brushes and water. They are imaginative as they play with dinosaurs in the sand and enjoy creating collages and painting pictures of cars and lorries for display.

Staff members ensure there is appropriate challenge for children at different stages of their development. Babies and toddlers enjoy soft play and are encouraged to crawl and move. Staff members use objects of interest to offer stimulation and motivation such as building sandcastles, playing with toys and blowing bubbles.

Children feel very safe and secure, because of the excellent care and support given by staff. They learn to keep themselves safe by following rules and safe practices, for example when issuing tools for construction in the role play area. They enjoy making their own sandwiches with healthy fillings and pour their own drinks at snack time. They enjoy being sociable in small groups and can help themselves to water whenever they feel thirsty. They develop their independence well and learn the importance of taking regular exercise on the slide and pedalled vehicles. They enjoy throwing quoits in the nets and happily identify colours and numbers as they do this. They behave well and relate positively to other children and adults. There is a strong commitment to inclusion and promoting children's positive attitudes. Children learn to share and take turns in their play. Extra sensitivity is shown by adults and children to those with learning difficulties and/or disabilities. Children are very well prepared for their next stage in learning in this bright and stimulating setting.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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