

Hope Nursery (Coventry)

Inspection report for early years provision

Unique reference number EY394274
Inspection date 09/11/2009
Inspector Hayley Lapworth

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Hope Nursery opened under the present ownership in 2009. It has been operating since 2004 from rooms in a purpose built building in central Coventry, West Midlands. The nursery is open each weekday from 7.45am to 6.00pm for 52 weeks of the year. Children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register to care for a maximum of 50 children from birth to five years at any one time. There are presently approximately 93 children on roll in the early years age group. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register to offer care to children aged five years and above. The nursery offers full and part time day care and a holiday club in the summer holidays. The nursery also supports adult education sessions held in another part of the building. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of 21 staff care for the children on a full and part time basis. Over half of the staff hold appropriate early years qualifications to Level three. One member of staff is working towards Early Years Professional Status. The nursery provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff understand the learning and development requirements well, therefore, children are making good progress in their learning. Children's welfare is suitably promoted in some areas and children's behaviour is managed appropriately by some staff. Inclusion is suitably addressed as links with other providers where children attend more than one setting are currently being developed, although, they are not yet fully effective. Resources available to enhance communication with parents are not always effectively deployed and used in practice. Most required documentation is well maintained. Management within the nursery have a positive attitude towards improving outcomes for children, they are aware of some of their strengths and areas for improvement as they are in the early stages of monitoring and reviewing practice.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the behaviour management policy is adhered to by all staff (Behaviour management). 04/12/2009

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

- ensure all resources are effectively used and managed with specific reference to resources that aid parents who speak English as an additional language
- improve links with other providers delivering the EYFS where children attend more than one setting
- ensure arrival and departure procedures for staff are maintained at all times.

The effectiveness of leadership and management of the early years provision

Children are kept safe because the staff have a suitable understanding of their responsibilities with regard to protecting children. They are aware of procedures to follow in the event of a concern, as they understand how to contact the Local Safeguarding Children Board and Ofsted. Staff have a suitable understanding of the signs and symptoms of all types of abuse. Effective procedures for recruitment are in place as each staff member's suitability is thoroughly checked before they have unsupervised access to children. Qualification requirements are exceeded and twelve members of staff hold a current first aid certificate. This enhances the quality of the service. Management and staff assess and successfully limit risks on a daily basis as risk assessments have been drawn up and are reviewed. Overall, documentation is well maintained. However, registers used to record staffs attendance do not always show actual staff present. This may impact upon the children's safety.

Systems for monitoring and self assessment are suitable. Managers are beginning to work together to ensure that the service provided is reviewed in order to plan for improvement. Staff have experience of working with the support of local advisors and other professionals in order to provide inclusive care for children with special educational needs and/or disabilities. They are aware of the benefits of establishing links with other providers for children attending more than one setting. However, these are not yet fully developed, which impacts upon the consistency for children.

Resources are plentiful and of a good quality. Good use is made of most of the children's resources and the environment to promote their learning both in and outdoors. Staff are deployed effectively on most occasions which means that ratios are well maintained throughout the session. Some steps are taken to promote equality and diversity and inclusive practice is satisfactorily promoted so that all children have their welfare needs met. Required records are kept and information is obtained from parents and carers with regard to children's care. However, resources available to effectively share information with parents are not always used in practice. For example, policies and procedures in a range of languages and resources designed to aid verbal communication where English is an additional language. Parents receive some information on their child's progress and they are encouraged to be involved in their child's learning through spending time in the setting. They have recently been invited to attend an organised session to look at how they can help their children become active talkers. Daily journals are completed for babies detailing their sleep patterns and food intake and newsletters

are occasionally available. Displays and posters around the setting provide useful information in relation to the six areas of learning.

The quality and standards of the early years provision and outcomes for children

Most children are happy and confident and enjoy spending time in this nursery. Staff plan appropriate opportunities and make observations and assessments of the children's learning. Children's key workers respond to their individual learning needs by identifying their next steps. Children are making good progress and their individual interests are included in planning to ensure their continuous development is fully supported. Most staff are knowledgeable about the learning and development requirements within the Early Years Foundation Stage (EYFS) and have a secure understanding of how young children learn. As a result, the children participate in purposeful experiences in and outdoors, which are both adult led and child initiated.

Children's language, problem solving, number and reasoning skills are developing well. Staff spend time with the children in groups and on an individual basis encouraging them to communicate. This is best demonstrated by the way staff play with the children on their level and respond to gestures of communication from younger children and those who have English as an additional language. Children are provided with challenging activities that help them learn about size, shape and number. They participate in games where they have to match teddies which are all of the same size, they then count how many they have in each group. Staff effectively introduce mathematical language and teach children how to compare. For example, by saying to the children 'this one is big, this one is small, but this one is not big or small, look its middle sized'. They do this whilst positioning the middle sized teddy against the bigger and smaller one. Children learn to count through being encouraged to repeat numbers in order of sequence.

Personal, social and emotional development is promoted well in most areas. Children who are less settled or new to the setting are cared for by their key workers. They are treated sensitively and appropriate steps are taken to help them feel more comfortable in their surroundings. For example, staff try to engage them in a range of activities and talk to them about where mummy is and when she will be coming back.

Children's safety is promoted in some areas as they learn about how to keep safe. For example, they are involved in practising the fire drill and during a role play activity involving cooking they are helped to understand words like 'hot' and 'burn'. However, on some occasions staff do not effectively implement the settings handling children's behaviour policy and promote children's safety. For example, they do not always explain to the children why their behaviour is unacceptable and the potential consequences of their actions. Therefore, some children are not learning how to keep themselves safe or understand what is expected of them.

Good health and wellbeing is promoted effectively and necessary steps are taken to prevent the spread of infection. Staff are aware of appropriate treatment if the

children become unwell or are involved in an accident. They teach children about keeping healthy and provide them with good daily opportunities to be physically active. For example, by taking them on a walk to the local library or playing with balls in large open spaces. Meals are varied, healthy and nutritious and really enjoyed by most of the 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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