

# Circle of Friends Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY295271

**Inspection date**

10/03/2010

**Inspector**

Hayley Lapworth

**Setting address**

Lady Lane, Longford, Coventry, West Midlands, CV6 6AZ

**Telephone number**

02476 367 001

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Circle of Friends Day Nursery opened in 2005. It operates from converted premises in the Longford area of Coventry. Children aged under three years old have the use of the ground floor and children aged over three have the use of the first floor. Office and kitchen facilities are provided on the first floor. The nursery opens from Monday to Friday throughout the year from 07.30am to 06.00pm. Children attend a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 41 children under the age of eight years at any one time. It provides nursery education for funded three and four-year-olds. There are approximately 76 children on roll, all within the early years age range. The nursery employs 12 staff to work directly with the children, 11 of whom hold an early years qualification. One staff member is currently undertaking an early years foundation degree.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Circle of Friends Day Nursery provides children and their families with a welcoming environment. The majority of staff have a good overview of how to implement the requirements of the Early Years Foundation Stage in order to support children's welfare and learning effectively. They promote inclusion well as positive links are established with parents and other professionals involved in supporting children's individual needs. The management team have a good understanding of the nursery's strengths and priorities for further improvement, and are developing current practices. Most documentation is maintained and nursery policies are effectively implemented in practice in order to protect children from harm.

## **What steps need to be taken to improve provision further?**

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

- ensure all staff have a secure understanding of how to make assessments of children's learning and plan for their next steps
- ensure that the systems in place for arrival and departure of staff are maintained at all times.

## **The effectiveness of leadership and management of the early years provision**

Children are kept safe because the staff are aware 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. Managers and staff have a secure understanding of the signs and symptoms of all types of abuse. All required information linked to the care of each child is requested from parents at the onset of care. 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 most staff hold a current first aid certificate. This enhances the quality of the service.

There is good capacity for improvement as a range of methods are used to monitor the service. This includes a written self-evaluation where parents and staff are actively involved. The setting welcomes support from their Local Authority and uses their feedback to plan for staff's professional development. There were two recommendations raised at the time of the last inspection, both of which have been successfully met. The management provides effective leadership and the team share good relationships with one another. Regular communication and team meetings ensure that staff are all well-informed of changes and are given the opportunity to discuss issues and share their thoughts.

Some staff have a wealth of experience of working with other professionals. They provide effective inclusive care for children with special educational needs and/or disabilities. They are also aware of the benefits of making links with other providers where children attend more than one setting. Good use is made of resources and the environment to promote children's learning both in and outdoors. Staff are deployed effectively which means that children are appropriately supervised and ratios are well-maintained throughout the setting.

Staff develop strong relationships with parents and carers and they value and encourage their contributions as partners in their child's learning. This is achieved through providing them with opportunities to comment on their children's development. For example, through the children's daily diaries, making time available to communicate at the beginning and end of each day and through organised parents evenings. The vast majority of parents are extremely happy with the care provided to their children and describe the service as 'fantastic'. They speak highly of the nurseries welcoming approach. They especially value the flexibility of the sessions and how staff help their children progress in their development, with specific reference to speech and language. They also appreciate how parents evenings are organised late in the day which 'increases the chances of dads being involved'.

Staff show a generally good understanding of the importance of regularly reviewing risk assessments and practical safety precautions to take account of changing circumstances. For example, they are careful to ensure that safety gates are immediately closed after use. The premises is well-maintained and required documentation is in place. However, the system used to register the arrival and departure of staff is not always effectively maintained.

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

Children enjoy their time in the nursery. They are happy and confident and most settle immediately on arrival. Children who are less settled are comforted by familiar staff who sensitively ease them into play. Children make good progress as

they access a broad range of activities which are both adult-led and child-initiated. Overall planning is flexible and covers all areas of learning, children's individual needs and interests. Most staff have a good understanding of how to use information from observations to make assessments of the children's learning. However, a few staff are less secure and on occasions children's next steps are not effectively identified and planning is not informed. This compromises their learning in some areas.

Children are cared for in a secure and stimulating environment, enabling them to play and learn safely. For example, a carefully zoned outdoor play area enables older children to freely explore more challenging activities, such as crawling through tunnels and participating in a game of football. Whilst babies and toddlers enjoy age appropriate experiences in their own designated area supported by staff. Children also have access to a sensory room where they are encouraged to have some quiet time and relax.

Children's language and literacy skills are developing well. Staff regularly create opportunities to sit with the children to look at books in groups and on an individual basis. They encourage them to share their observations and talk about what they can see. For example, whilst listening to a story called 'Emily and the Golden Acorn' they talk about the 'water' and whilst touching the page they describe it as 'soft water'. From this they are then asked questions which make them think. For example, 'what has the illustrator done to make the water look soft'. Staff throughout the nursery show a genuine interest in conversations initiated by the children. For example, they listen intently when children share what they are writing/drawing on their menus as they decide what they would like to eat when they go home for their tea. Consequently, children feel valued, become strong communicators and develop a good sense of belonging. Children behave well and have fun playing with their peers. They regularly self-select and staff allow the children to lead their own learning. Staff become involved at appropriate times, for example, to help children to set up a doctors surgery and waiting room.

Children's health is promoted throughout the nursery and information is made readily available to their parents. For example, literature about swine flu and how they can access free equipment for the prevention and treatment of head lice. Meals are generally healthy and nutritious and enjoyed by the children. The environment is well maintained and all rooms used by the children are clean. Picture posters are displayed in the bathrooms to encourage the children to wash their hands properly after using the toilet and appropriate resources are provided. Children are learning how to keep themselves safe as they are regularly involved in practising the fire drill. They are also given reminders about how to keep themselves safe. For example, not to run indoors or throw toys.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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