

Freddie's Pride

Inspection report for early years provision

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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

Freddie's Pride Nursery operates from purpose-built accommodation within Foleshill Children's Services Centre. It is situated in the north of Coventry, West Midlands. The nursery has two spacious play rooms, a sensory room and associated facilities. There is also a large outdoor play area. The nursery is open each weekday from 8.30am to 4.30pm, for 50 weeks of the year

The nursery is registered to care for 40 children at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll in the early year's age group. Children come from the local community. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 15 members of staff to work directly with the children, all of whom are qualified from Level 3 upwards. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are keen to learn and thoroughly relish their time in this nursery. Staff are genuinely happy in their roles and they create a stimulating, vibrant and welcoming environment where children's interests and needs are consistently encouraged. They meet children's individual developmental needs extremely well and promote children's welfare comprehensively. Senior staff are passionate about inclusion and this is embedded through every aspect of the service. Excellent relationships have been built between children, staff, parents and other professionals. Superb planning for improvement, including the process of self-evaluation, is thoroughly effective.

What steps need to be taken to improve provision further?

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

- continue to develop the written risk assessment to fully include the practice that is in place

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure setting, where staff are deployed effectively to ensure children are well supervised. The clear safeguarding policy, along with the staff's outstanding understanding of child protection procedures results in

children being fully protected. Children are further safeguarded by the nursery's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. There is a generally comprehensive risk assessment supported by effective daily checking procedures. Consequently, this ensures that potential hazards are identified and minimised. However, the written record in one area does not fully include the practice that is in place.

There is outstanding capacity for continuous improvement. The manager and staff team are keen to improve the quality and standards of the provision for children and their families, taking time to discuss their practice during appraisals, group supervision meetings and whenever opportunities arise. They are actively using a thorough self-evaluation process which identifies their priorities for the future that will benefit the children and their parents and staff working at the setting. For example, they have been inventive in creating opportunities for parents to become further involved in the life of the nursery. Other professional's opinions are also welcomed and valued. At the last inspection three recommendations were raised, all of which have been very successfully addressed.

Management and staff work fantastically well together as a cohesive team. Staff who work directly with the children feel valued by management and well supported in their role. Together they have completed a range of child care courses up to Level 6, with all of the staff holding a Level 3 qualification or above. All staff have opportunities to attend short courses, some are identified by management and others selected by individual staff where they have expressed a particular interest. For example, working with children with autism. Consequently, this enhances the already high quality service they provide. Strong systems are in place to ensure that effective inclusive care is provided for every child. The key worker system is highly effective with a buddy key worker identified to take over in the event of absences. Key workers have excellent knowledge of each child's backgrounds and needs. The setting's policies and procedures are effective and inclusive for those children who attend. Staff attitudes, toys and resources promote diversity very well indeed and equipment provided effectively meets the developmental needs of the children who attend.

The environment is extremely welcoming to children, their parents and visitors. Everyone who enters this nursery is warmly welcomed and the staff are sensitive towards the children's needs during separation from their parents. The majority of children are very excited on arrival and can't wait to explore their environment. Children have access to a well organised and attractively displayed range of activities both inside and outdoors. Rooms and corridors are brightly decorated with examples of children's work and photographs of them engrossed in their play. Photographs of staff are displayed introducing them to visitors. The introduction is written in English and in the home language spoken by staff. In total over six languages are spoken by staff, these include Gujarti, Urdu and Punjabi. Consequently, this helps visitors feel secure and develop a sense of belonging. Each child is recognised for their uniqueness and staff are proactive in identifying children's need for additional support as early as possible. They actively share information and records with parents and interagency teams to ensure each child receives the support they need from an early age. As a result, all children are making outstanding progress in relation to their starting points. The manager and

staff have established purposeful links with practitioners where children attend more than one setting. This ensures information is readily shared and used to promote children's achievement and well-being.

The partnership with parents is outstanding. Parents are extremely well informed about their child's achievements and progress and they are fully involved in supporting learning and development at home. Valuable resources and activity ideas are loaned to parents to help them enjoy their child's learning. Parents are also eagerly encouraged to spend time in the setting. This is through attending a short course on first aid or participating in one of the many 'sharing together' sessions.

Parents are asked for suggestions on the service provided. Feedback forms include a request for their views on, what they have enjoyed about the 'share together' sessions. Questionnaires are also used to determine parent's views on the nursery as a whole. They are very enthusiastic about this nursery. Parents and grandparents spoken to during the inspection commented positively on many aspects of the provision. For example, they say 'staff are very enthusiastic and friendly and children are well supported'. They especially appreciate the nursery being so well organised and they are happy to leave their children there and their children are happy to be there.

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

Children are provided with excellent opportunities to ensure that they make progress across all areas of learning and development. They are happy, enthusiastic, inquisitive and eager to learn. Planning is flexible, responding to children's individual interests and needs and staff effectively evaluate children's different stages of development in order to plan for them as individuals. Resources for indoor and outdoor play are plentiful, safe, and clean. Children also have opportunities to spend time in the sensory room. Many of the resources are exciting and grasp children's interests extremely well whilst encouraging their natural curiosity as learners.

Children are confident and articulate individuals who love to share their own experiences with staff and visitors to the setting. Their personal, social and emotional development is particularly strong. All children are very well settled and their self-esteem is superbly fostered. This is achieved through staff continually praising their achievements regardless of how big or small they may be. For example, they praise them for eating their noodles and putting on their own coats. Children's independence is fully promoted, for example, they have excellent opportunities to serve their own meals and select resources of their own choice.

Children learn that books can be used for reference as well as for stories. Planned activity sessions ensure that children's individual interests are encouraged. For example, they spend time looking at books about planets and the solar system. They excitedly participate in discussions about astronauts and space rockets and

what a journey to the moon might be like. Their learning is further enhanced by comparing the differences of living on the moon and living here on earth. Language development is continually promoted by staff. Non-verbal communication is promoted and many children have a good knowledge of basic sign language. They enjoy demonstrating their skills during song and rhyme time. All children are included in group time, staff monitor children's involvement and set them individual challenges. For example, they ask them to choose a song from pictures on the song board. Staff show a real interest in what the children have to say, they listen intently and further promote conversation with open ended questions. Therefore, children feel valued and are confident in communicating with adults. The environment is print rich and children see written words in a range of languages, for example, Polish and Spanish. Consequently, children are learning that print carries meaning.

Children learn how to keep themselves safe. They use a range of tools and utensils whilst participating in cooking activities. They learn about road safety through trips in the local community, such as visiting the post office. Children are aware of good hygiene practices and healthy eating. Regular visits from a dentist encourage their understanding of the importance of healthy eating and oral hygiene. Snack time skills are promoted by staff, through this practice children learn to share, taste and find out about fruits they are less familiar with. Each snack time includes a variety of five different fruits. Meals are cooked on site, they are healthy and nutritious and thoroughly enjoyed by the children who readily help themselves to seconds and thirds. Children are active and understand the benefits of physical activity. Their learning is promoted fully in the outside area. On a daily basis they can experience many activities such as, climbing, riding on wheeled toys, playing in the sand pit or simply running around in the open space.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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