

Crescent Nursery

Inspection report for early years provision

Unique reference number	EY343516
Inspection date	28/03/2011
Inspector	Sue Rogers

Setting address	Stoke Heath Childrens Centre, Heath Crescent, Coventry, West Midlands, CV2 4PR
Telephone number	02476 785 150
Email	allison.decker@coventry.gov.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Crescent Nursery opened in 2006. It is situated in Stoke Heath Children's Centre, which is adjacent to Stoke Heath Primary School in Coventry. The nursery serves children who live in the local area. Children have access to a fully enclosed outdoor play area.

Opening times are from 8am until 5.30pm, Monday to Friday for 48 weeks of the year. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 33 children aged under eight years may attend the nursery at any one time. It currently admits children aged under five years of age. There are currently 40 children on roll, all of whom are in the early years age group. The nursery receives funding for early education places. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 12 members of staff who work with children, all of whom hold appropriate early years qualifications. Of these, one member of staff holds a qualification at level 6 and 10 members of staff hold qualifications at level 3. One member of staff holds a qualification at level 2 and is working towards a qualification at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent partnerships and highly effective links with parents and the community are at the heart of this very successful setting. Extremely well documented learning records, excellent resources and individualised planning ensure children are offered highly stimulating learning opportunities. Children's individuality is highly promoted and their needs are met extremely well. Parents are actively included in many aspects of the nursery organisation, ensuring their children's changing needs and interests are fully met. The nursery has successfully tackled all of the recommendations from the previous inspection and shows an excellent capacity to improve in the future. There are very thorough systems in place that measure the effectiveness of the setting, which include the views of parents, carers, staff and children.

What steps need to be taken to improve provision further?

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

- allowing children to develop further their self-help and independence skills by encouraging them to pour their own drinks and serve their own food.

The effectiveness of leadership and management of the early years provision

Safeguarding is excellent because of the outstanding knowledge, expertise and detailed policies provided by the staff and the management team. Child protection training is included during all staff induction procedures and all staff and managers have recently updated their skills. Staff are very committed to their roles and provide an excellent quality of care for all children. The premises are exceptionally safe and provide children with a wealth of stimulating activities and learning opportunities. The robust risk assessments are very thorough, regularly reviewed and very well documented. Staff recruitment and vetting procedures are excellent, ensuring all staff are highly suited to their role. Children are very well supervised by knowledgeable and attentive staff. Children are encouraged to explore and take measured risks by reassuring staff members, who provide exceptional opportunities for children to assess their own risks and feel safe.

An excellent range of resources and equipment is made available for children to use, including toys which positively represent a wide range of cultures and lifestyles. Staff are very well supported through their professional development. They receive regular appraisals and training opportunities, and are allocated time to plan for individual children. The nursery has very thorough arrangements for gaining the opinions of children, parents, the school and staff in order to drive forward clear and well formulated improvements. Action plans and innovative outreach activities that include parents ensure they are active participants in their child's education.

Staff have established excellent links with a range of settings and agencies, which successfully promote individual children's learning, development and welfare. For example, alongside the host school and children's centre, the nursery works extremely closely with a local authority adviser and is part of a support network. The nursery makes exceptional efforts to ensure each child and their family are fully included and valued. Staff have devised several booklets for parents to use at home to support their child in their education. These booklets provide details of maths games, puzzles, number ladders and lists of key words to learn. They provide an excellent link between home and nursery and further enhance children's progress. Parents highly value the notice board, which is regularly updated and contains a host of relevant information, including the qualifications and training levels of all staff.

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

Children make excellent progress in their communication levels as they are strongly encouraged to discuss recent events in their lives. For example, staff led a conversation about fire fighters who recently visited the nursery. Through this, children were encouraged to think about the different roles people have in society and received praise when they voiced their thoughts. The nursery provides children with excellent opportunities to develop their early literacy skills. Colourful

designs and posters provide them with a text rich environment, and they are skilfully encouraged to sound out letters and practise their mark making skills during play. Children thoroughly enjoy the many challenges staff plan for them each day. They are well supervised while they use the cloth swing. They carefully push themselves forward and show great control as they twist around using measured movements. Children's numeracy skills progress rapidly as they use number for a purpose during their daily routines and practise their skills at home with the booklets staff provide. They also count the number of cups needed at mealtimes and count the numbers during a dice throwing game.

Children relish in their discoveries about the natural world. They overturn logs and scrutinise the insects and plants they discover. They enjoy excellent opportunities to learn about their community by visiting local shops, the theatre and post office. Their creativity is fostered very well during paint sessions. Children mix colours with their hands and a range of tools and then pour their desired mixture into a tray before starting their creations. The world of dinosaurs is a very popular theme among the children, who use moulding materials to create their own dinosaur eggs and bones. Each child's learning preferences are expanded upon as staff plan for their individual steps, ensuring they learn and progress at their own pace. A highly effective balance of adult-led and child-led activities ensures that children are the primary instigators of their own learning. Children's confidence levels are very well promoted as they are praised when they sing spontaneously. They have formed strong friendships with other children and clearly relish each other's company and the contribution they make to one another's play activities. Partnerships between the school and additional support agencies are highly effective in supporting children's needs. Children's confidence is promoted very well through careful staff deployment. This means that staff employed at the nursery also work in the school nursery, ensuring that children benefit from a consistent approach throughout their day.

Children freely access the outdoor environment throughout sessions and enjoy a substantial range of physical games. Children learn a significant amount about healthy lifestyles at the nursery. They eat nutritious and well balanced snacks and enjoy regular access to drinking water. Meal times are well organised, enabling children to enjoy excellent social interactions and conversations with their friends. There are, however, more limited opportunities for children to fully develop their independence skills at mealtimes. They do not regularly pour their own drinks or serve their own food. Due to very high levels of supervision, popular visits from the fire and police services, and opportunities to climb and balance outdoors, children have fostered an excellent awareness of their own safety.

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
--	---

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	2
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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