

Flutterbies Childrens Centre

Inspection report for early years provision

Unique reference number	EY418306
Inspection date	10/03/2011
Inspector	Tracey Boland
Setting address	Flutterbies Childrens Centre, 50-52 Hen Lane, COVENTRY, CV6 4LB
Telephone number	02476 638 700
Email	
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

Flutterbies Childrens Centre was re-registered 2010. The setting is privately owned and managed and is part of a chain of settings run by Tommies Childcare Ltd. It operates from a sole occupancy building in Holbrooks, Coventry. Children have access to an enclosed outdoor play area. The nursery serves the local community and surrounding areas.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 96 children on roll, all of whom are within the early years age range. The nursery opens five days a week all year round and is open from 7.30am until 6pm. Children are able to attend for a variety of sessions.

The setting currently supports children with special educational needs and/or disabilities and where English is an additional language. There is direct access to the setting.

The setting employs 20 members of child care staff. Of these, 17 hold appropriate early years qualifications between NVQ Level 2 and 4 and three are unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff demonstrate a very secure knowledge and understanding of the individual needs of each child and their welfare is promoted thoroughly. Strong partnerships with parents have been established and there are robust links with other childcare and education providers, to ensure continuity of care. Staff provide a welcoming and efficient learning environment for all of the children and effectively identify children's starting points and the next steps in their learning. They have developed highly effective systems for observation and assessment of children's progress under the Early Years Foundation Stage which enables all children to make excellent progress. Comprehensive risk assessments are in place and reviewed regularly to ensure children's continued safety within the setting and when out. Regular and detailed self-evaluation ensures that the provision has an outstanding capacity to maintain continuous improvement and that priorities for future development are promptly identified and acted on.

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 further the use of the outdoor learning environment.

The effectiveness of leadership and management of the early years provision

Staff place a very strong emphasis on safeguarding children and access training to keep their knowledge and understanding up to date. Well-written policies and procedures, necessary to safeguard children's welfare are implemented effectively by all staff. Robust vetting procedures ensure that all staff working with children are suitable to do so. Detailed documentation reflects children's individual needs and care routines, all of which is stored securely and confidentially. Comprehensive written risk assessments cover all areas of the provision and are also completed for any outings that may take place.

Staff are well qualified and work very effectively together as a team. They are clear about their roles and responsibilities and have a strong commitment to enhancing their own professional development, accessing training through the local authority. They demonstrate an ongoing commitment to developing the provision and regularly identify the strengths and areas for development within the setting through the process of self-evaluation. For example, staff are currently looking at ways of enhancing the outdoor learning environment which will improve outcomes for children further. Resources are in excellent condition, well deployed and in good supply which enables children to make outstanding progress in their learning and development.

Excellent partnerships have been formed with parents. Staff value their views and comments and in return parents are confident that staff continually meet the individual needs of their child, commenting on the lovely relationships that have developed between them. The key person system is very effective and parents know who to go to if they have a concern. Written questionnaires are used effectively to identify parents' views and staff act upon the feedback received. Staff have established very effective links with other childcare, health and education providers. They meet regularly with parents and health care professionals, such as, speech and language therapists and health visitors to maintain and monitor individual child profile records. This supports the needs of children with special educational needs and/or disabilities very well. Staff are pro-active in their partnerships with other education providers, for example, by arranging visits to the nursery from teachers at local schools and taking children to view their new classroom before the end of the summer term, developing their own books about their new environment which includes photographs of the people that will play a big part in their lives when at school.

Staff promote inclusion very effectively, for example, by displaying signs and familiar words in different languages and positive images of cultural diversity and disability. Visual timetables are also displayed to enable all children to feel included and involved in the nursery day helping to give children and families a sense of belonging and of being valued. Staff have a good understanding of inclusion and use the space available to them effectively to ensure each child is fully included according to their ability and understanding.

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

Children enter a calm, welcoming environment where staff have organised the available space to provide an outstanding range of resources, according to children's ages and stages of development. The outdoor environment is accessed daily and staff continually look at ways of bringing the indoor environment outside to maximise children's learning at all times. For example, children have opportunity to look for mini beasts, plant and grow various plants and vegetables and use a variety of wheeled resources to develop their physical skills. Additionally, they examine the effect of the cold weather as it turns water into ice and how it thaws again, promoting children's knowledge and understanding of the world. The indoor environment is well designed, promoting children's learning and development very well. For example, children work together, as they pour and fill a range of containers when playing in the sand, they co-operate and support each other to complete tasks on the computer and use a good range of natural resources to create model structures and develop concepts of height and spatial awareness. This supports children's learning and development across all areas of the Early Years Foundation Stage.

All children receive lots of attention, support and encouragement from staff. Babies care needs are effectively met and consistent routines compound their feeling of security and belonging. Personal care needs are met excellently, for example, nappy changing routines are sensitive to the individuals to ensure their comfort is well maintained and staff are proactive in ensuring safe sleeping procedures are followed and clean bedding is provided at all times.

Children's language development is encouraged and supported at all ages and parents are also involved as children take home key worker group soft toys such as Pebbles the Penguin. Children enjoy writing about his time with them, taking photographs to reflect the wide variety of activities they have been involved in together and sharing their adventures with their peers when they get back to nursery.

Staff ensure that resources are accessible; this supports children to make their own choices and promote their independence and self-esteem. During activities, staff stimulate children's thinking effectively by asking an excellent range of questions to support their learning. Older children regularly weigh and measure ingredients when cooking, talking about foods from different countries and also developing their knowledge of how the ingredients change during the cooking process. Staff have a secure understanding of the Early Years Foundation Stage and have established an effective system of observation and assessment of children's learning; evaluating each activity to ensure each individual need is addressed. An excellent key person system ensures there are efficient methods for identifying children's starting points and staff clearly understands the next steps in children's learning. Plans are clearly written, detailed and ensure an excellent balance of adult-led and child-initiated activities. They provide children with an excellent range of accessible and stimulating resources across all areas of learning therefore enabling children to make outstanding progress.

Children are very well behaved and learn to share and take turns through the consistent but caring routines that are in place within the nursery. Golden rules are in place within the nursery and include sharing, being kind, to be friends, to tidy up and to play together.

Children understand how to keep themselves safe from harm, by listening to staff talk about how to stay safe in the setting and on outings. Children learn from an early age the importance of washing their hands to get rid of the germs that may be there and children's understanding of health eating is continually encouraged through the nutritious snacks and meals that are provided each day. Babies and young children join together for their meals and snacks encouraging the development of their social interaction. Older children are able to access their snacks when they wish to through the use of a snack bar and at mealtimes they continually develop enhance their independence skills whilst serving their own meals. Drinks are freely available. All children are developing skills that will contribute to their future economic well-being, as they use information and communication technology and programmable toys and equipment, use resources such as a child's cement mixer, trowels and rubber bricks to construct and build and buy fruit and vegetables from the local shops as part of their cooking activities.

Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events from around the world. They access resources that reflect positive images of people from different cultures and with special educational needs and/or disabilities. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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	1
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