

The Covey Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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

Covey Nursery was registered in September 2003. It is located on the first floor of a self contained unit, on a small commercial estate in Bradley Stoke. It is one of two privately owned childcare settings owned and managed by Covey Childcare Ltd. The other, Covey Pre-school, is situated opposite the nursery. Children attending the nursery are given priority on the Pre-school waiting list. The nursery is registered on the Early Years Register to care for a maximum of 30 children in the early years age group at any one time. The nursery is also registered on both the voluntary and compulsory parts of the Childcare Register.

The nursery is open between 8.00 am and 6.00 pm from Monday to Friday for 50 weeks of the year. Children attend from local and wider geographical areas of Bristol. There are currently 45 children on roll, none of whom receive funding for early years education. The nursery supports children with special educational needs/disabilities and those who have English as an additional language.

There are 11 members of staff who work directly with the children. Of these, all hold appropriate childcare qualifications. The manager is currently completing an Early Years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy at the pre-school and become eager and enthusiastic learners who make good progress in relation to their starting points. Their individual care, learning and development needs are generally well met through effective partnerships built with parents and other services. Staff members are well-qualified and attend regular training to ensure their knowledge of how to best support children is current. The owner, manager and her team make thoughtful on-going evaluations of the provision and identify areas for development; the setting clearly demonstrates good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with, and parental responsibility for children 17/06/2011

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

- extend the range of natural and recycled materials to stimulate and challenge children's imaginative play
- develop further the garden to offer extended opportunities for children's play and learning

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff members have a clear knowledge and understanding of how to recognise the signs and symptoms of different forms of abuse. They are generally confident of the appropriate action they should take should they have concerns about a child. Children's safety is further secured by the robust policies and procedures in place. For example, there is a rigorous staff recruitment procedure in place to check the suitability of adults. All students are carefully checked before placement and supervised throughout. Most necessary records and documentation are in place, however, staff do not yet obtain information about who has legal contact with the child; and who has parental responsibility for them. This is a breach in the welfare requirements of the Early Years Foundation Stage. The staff appraisal system supports the setting by identifying training and development needs. High staff ratios ensure that children are consistently well supported and an emergency bank of staff provides continuity of care. Careful self-evaluation and regular reviews of practice provide the owner and manager with the information they need to identify areas of future developments. Action plans clearly demonstrate the setting's commitment to continuous improvement.

Children enjoy easy access to a range of resources which are carefully stored; this means that they start to select toys, materials and equipment to support their activities. However, there is a limited choice of natural and recycled materials to provide stimulation and challenge. The playroom is spacious and inviting and children enjoy playing in the garden downstairs. Risk assessments are made of all aspects of the provision, although some lack detail. Children practise the fire drill regularly with members of staff and are clear about the procedure. Staff build effective relationships with parents who are highly valued as partners in children's care. The owner and manager have experience of working with other professionals to meet children's needs and use their knowledge and advice to provide children with best learning opportunities and environments. Each child's cultural and social needs are carefully identified and reflected in the nursery. For example, staff use words from a child's home language to support her personal needs. Equality and diversity issues are promoted. All children in the nursery celebrate festivals and events special to them. In this way children begin to understand and enjoy aspects of other people's lives and the diversity of life.

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

Children benefit from a well-balanced range of activities carefully planned to offer opportunities for learning in all areas. Children generally make good progress in their learning and development. Key persons maintain carefully documented learning journals to record children's achievements and identify next steps in learning. The learning journals inform planning of activities and clearly demonstrate the progress children make in all areas of learning. Staff have a deep knowledge of each child in their key group and understand how to promote their learning based on observations and children's own interests. For example, a child enthusiastically sweeps the ground in the garden, he notices a magnifying glass and picks it up to closely examine a leaf. In the baby area a member of staff explains how a baby enjoys sitting up to watch older children play, she props up the baby so she can see all around the room. Children develop good language skills when chatting with staff about their activities, they learn to listen carefully and identify sounds. One child says 'shush' with a finger on her lips, we listen carefully and she says 'that's an aeroplane!' Children use number skills when counting how many times they kick the ball or match the number of mugs children have at the snack table. Children are imaginative and use everyday situations to create their own stories. For example, when helping to set out chairs for story time two children decide to make a bus and go on a journey, they talk about going to the zoo but decide to go to the beach! When children move on to the pre-school their transition is eased through a carefully planned series of visits, gradually spending more time in pre-school. Parents share in their children's learning by taking learning journals away on holiday so they can add comments and photographs of children's experiences. Children benefit from visits in the local community and learn about other people's lives. Overall, children make good progress in the skilful care of the manager and her staff.

Children learn about keeping themselves healthy through the nursery routines and activities. They benefit from fresh air and outdoor play all year round, wet weather gear and wellingtons are provided for all. Children enjoy healthy and nutritious food and drink which meets their individual dietary needs. In their garden they are growing beans and tomatoes and enjoy regular cooking sessions. Their personal needs are met in full consultation with parental routines, some children sleep as long as they like, others are woken from naps as requested. Children learn about keeping themselves safe, for example, when descending stairs to the garden they know they must wait for adult support. Generally children behave very well; they are busy and occupied and benefit from good interactions with the adults around them. Staff have a clear understanding of how to help children resolve differences, when to intervene and when to let them settle the matter themselves. Their pictures decorate walls and their suggestions are carefully listened to, thus they contribute to their setting. Children make choices and learn to express their needs and feelings. They develop good skills to support their future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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