

Little Swanswell Nursery

Inspection report for early years provision

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Inspection date

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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*.

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Description of the setting

Little Swanswell Nursery registered in 2010 and operates from premises within Cornerstone Family Centre in Coventry. Children are cared for in two playrooms and have access to an enclosed outdoor area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 39 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are suitably safeguarded and are suitably supervised at all times. Appropriate attention is given to helping children develop their self-esteem and gain skills for the future in most areas. Children are happy and settled and staff demonstrate a clear understanding of their individual needs. Planning is in place and resources are plentiful. The environment is inclusive and partnerships have been formed with parents and are developing with other key professionals involved in the children's lives. Systems for sharing and obtaining information from parents are currently evolving and strategies for monitoring and evaluating the provision are being developed.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- encourage children's independence in everyday situations, with specific regard to meal times
- develop systems for obtaining information about each child to enable staff to have an understanding of the starting points in their learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is maintained in an environment where they are protected from abuse and neglect and staff's understanding of their role and responsibility with regard to safeguarding is appropriate. Thorough recruitment procedures are followed that ensure all staff are suitable to care for children and procedures are in place ensuring children are not left unattended with unvetted adults. Annual and daily risk assessments are effective in ensuring that potential hazards to children's safety are minimised and staff are vigilant at all times.

Space indoors and out is well organised and staff work cohesively to ensure children are always supervised. Children have plenty of opportunity to get fresh air each day as the garden is used as much as possible. Systems to monitor and evaluate practice within the setting are in their infancy and plans to fully involve parents are being developed.

Staff are developing procedures to enable care for children with learning difficulties and/or disabilities. Staff understand the importance of working alongside parents, carers and other agencies to support the children's needs to ensure they are included in the life of the setting. Written policies and procedures are inclusive and suitable systems are in place to support those who speak English as an additional language. The setting provides a friendly, relaxed environment and children and their families are made to feel welcome. Children's creative work is displayed and there are photographs of them involved in activities, encouraging them to feel involved and secure.

Children and their families settle into the setting gradually enabling them to become comfortable within the routines and get to know the staff. Parents spoken to during the inspection commented positively on the provision and expressed their delight at being informed of their child's progress.

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

Children enter the setting well and settle easily into the activities available to them. They have made clear relationships and engage well with their peers. Staff demonstrate a firm understanding of the Early Years Foundation Stage and how young children learn. They provide a wide variety of adult-led and child-initiated activities, interacting very well with the children and supporting their individual needs. Discussion takes place with parents about their child's development and the starting points in their learning. However, the information is not currently used to plan for individuals from the start of their placement. Staff ensure the six areas of learning are covered and complete observations of the children using the information gained to plan for their future learning needs.

Personal, social and emotional development is well promoted and staff invest time socialising with the children, building their self-esteem. Children are cared for in

key worker groups. However, all staff interact well with and respond to the children's ever changing needs. Children's behaviour is good and staff are consistent in their approach to handling the children's behaviour. Children's independence is encouraged in most of the daily routines, such as when using the bathroom and helping themselves to a variety of healthy snacks. However, at lunch time, meals are served to them which limits their independence in serving their own lunch.

Children enjoy books and access them freely, as well as becoming involved in story time, joining in with favourite stories, text and rhyme. More confident children recognise letters and become familiar with words through the use of flashcards and labels are displayed around the setting. Children's understanding of the living world is encouraged through planting seeds and plants and tending to them as they grow.

Children's health and wellbeing is suitably promoted and necessary steps are taken to prevent the spread of infection. Children understand the need to wash their hands after using the bathroom and before meal and snack times. Babies personal care and welfare needs are addressed by staff who ensure they sleep as they need to and ensure their nappies are regularly changed, therefore maintaining their comfort. Staff are aware of appropriate treatment if a child becomes unwell or are involved in an accident and any medical records are shared with and countersigned by parents. Children are made aware of potential risks and how to prevent accidents through guidance from the staff. For example, the younger children learn the need to wear safety harnesses when sat at the table and older children are reminded not to tip backwards on their chairs in case they should fall.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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