

Coventry University Nursery

Inspection report for early years provision

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Inspector

Lucy Showell

Setting address

Alma Buildings, Alma Street, Coventry, CV1 5QA

Telephone number

02476887305

Email

R.Gandy@coventry.ac.uk

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

Coventry University Nursery was registered in 1997 and is owned and managed by the university. The nursery provides childcare for parents who are employed or in education and serves the local and surrounding areas. Priority for places is given to students and university staff. It operates from separate premises within the university campus and there is a fully enclosed area available for outdoor play. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They are open Monday to Friday 51 weeks of the year, closing for public holidays and five staff training days. Sessions are from 8am until 6pm, with children attending for a variety of sessions. A maximum of 49 children may attend the nursery at any one time. There are currently 61 children on roll who are within the Early Years Foundation Stage. The nursery has systems to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 13 members of childcare staff. Of these, the manager holds appropriate early years qualifications at level 4 and is currently working towards a degree. Three other staff are qualified at level 4 and all other staff at level 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

At Coventry University Nursery all children are welcomed by the enthusiastic staff team who value the uniqueness of each child. Staff have good understanding of the Early Years Foundation Stage and competent knowledge of the welfare requirements within. Their friendly and professional relationships with parents and constructive associations with other early years professionals ensure all children's individual needs are inclusively and consistently met. Effective practice is supported by some well-written and informative policies and procedures. Staff demonstrate good capacity for continuous improvement through some beneficial methods of self-evaluation which enables some priorities for improvements to be identified and outcomes for children to be promoted.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents by ensuring policies and procedures are updated to reflect current terminology
- refine the use of quality improvement processes as the basis of ongoing internal review through identifying areas for improvement against robust and challenging quality criteria and to show the impact on the outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's safety is secured because all staff have a competent understanding of safeguarding issues. They are clear about their responsibilities to protect children and their safeguarding policy is written in line with Local Safeguarding Children Board guidelines. In addition to this, there are clear and robust recruitment procedures, including Criminal Record Bureau checks, which ensure all adults working with the children are suitable to do so. Children are further protected from persons not vetted because staff check the identity of all visitors on arrival and the times and purpose of visit is also recorded. Staff are well deployed throughout the nursery and the clearly established key worker system ensures children are safe and receive good levels of support. The staff have clear understanding of their responsibilities and designated staff are knowledgeable and enthusiastic in the implementation of individual roles. The professional development of staff is consistently improving, with staff eager to attend training and improve their knowledge and understanding of childcare issues. After attending training events and workshops, staff cascade their acquired information and skills with others. As a result, best practice is shared and improved outcomes for children are promoted. There is a clear vision shared by the staff at the nursery. They have successfully addressed recommendations raised at their previous inspection and acknowledge and respect all advice given by other early years professionals. They work effectively with their Local Authority, following advice and guidance and sharing ideas to improve the provision for children. For example, recent rating audits show the nursery to be making consistent progress and their updated self-evaluation document states how their identified areas for improvement have been achieved. However, there are no new priorities for development identified and the impact on the outcomes for children is not clearly expressed.

Effective risk assessments are in place, covering all areas accessible to children. This is further supported by a daily visual check and regular audits of accident, incident and medication records. This practice ensures that potential hazards to children are identified and minimised, including amending exclusion periods for children who are ill or infectious. The environment, both indoors and outdoors, is welcoming and exciting. A good range of toys, resources and equipment in the colourful and homely surroundings, helps children to develop new skills which promotes their development. Sustainability is secured through the staff's commitment to providing good quality facilities which promote positive outcomes for all children who attend. Recent funding is being secured to enhance the outdoor provision, with some creative ideas for enhancing the space further. Staff have recently developed the babies' outdoor area, providing a sheltered and comfortable space. The babies enjoy free-flowing access to the outdoor sensory experiences, such as the sounds and sights of colourful ribbons, mobiles and filled bottles, and the reed screens provide privacy and defuse the noise from the surrounding roads very effectively. Older children are able to access the outdoor area in most weathers, sheltering from the rain in the covered area, or enjoying the equipment such as tunnels, sand, role-play, bikes and balls set out by the staff. As a result, children's learning and development is creatively promoted in the outdoor environment.

There are currently no children attending who have special educational needs and/or disabilities or English as an additional language. However, staff are fully aware of the importance of working closely with outside agencies to support children's welfare and development. The nursery is not currently caring for children who also attend other early years provisions. However, they have secure understanding of the importance of partnership working to support children's continuity of care. Summative assessments are being completed for children starting school later in the year and also for children moving through to older age groups in the nursery. This is to ensure the process of transition is positive and that the information shared informs children's future learning and development effectively. All required documentation, policies and procedures are in place to promote children's welfare. These are updated with the involvement and agreement of committee members and staff. However, a few of the policies and procedures to support and inform their care of the children, do not reflect current terminology within the Early Years Foundation Stage documentation. Positive relationships are in place between the nursery and parents which ensures each child's individual needs are well met. Parents receive useful information on all aspects of the nursery through daily discussions, newsletters and at parents' consultations. Opportunities for home learning are in place which includes taking a library book home to read with their children. In addition to this, children in each key group are selected to take home a soft toy and a home journal. At their next session, they are then able to share their home experiences with their friends whilst showing their accounts and photographs placed in the journals at home with their families. The parents are very appreciative of staff and comment how approachable they are and how the low staff turnover is very reassuring. They actively express their delight and are happy to recommend the nursery whilst sharing stories of how happy their children are here.

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

Children are cared for well in an environment which is accessible, inclusive and welcoming. There are thorough hygiene practices across the nursery which help to minimise the risk of spreading infection and promoting children's good health. For example, staff wear aprons and gloves when serving food and use an antibacterial spray to clean tables. Children have greater understanding of the importance of good hygiene and promote their self care skills as they access low sinks to wash their hands after using the toilet or having their nappies changed. They enjoy freshly prepared meals and snacks which meet their individual dietary requirements and smell very inviting. Meals and formula feeds for babies are also prepared according to their stage of development and meet with current guidelines. Mealtimes are social and relaxed occasions, providing children with invaluable learning opportunities. For example, they make healthy decisions as they choose and serve their vegetables, use increasing independence as they pour their drinks and develop good skills for the future as they responsibly scrape their plates when they have finished. They have very good table manners and are well behaved as they take their time to eat and politely ask for more.

Children enjoy time to be physically active and also time to rest and relax. Good use is made of the garden on a daily basis to enable children to get lots of fresh air and exercise. Children access a good range of designated play areas and equipment to improve their physical development. Children learn about being safe through regular activities. For example, they wait patiently in line to go outside and step away from the door as it is opened to let them through. Children feel secure due to good staff and child ratios, which enables them to explore their surroundings safely. Clear systems for observation and assessment are in place and activities are planned around individual interests, enabling children to make good progress in their learning and development. In addition to this, parents are given many opportunities to review their children's progress and contribute to their child's individual record. Consequently, individual files highlight children's achievements or their need for further support and this information is used when providing opportunities which promote children's learning.

The bright and well-organised spaces and the staff's enthusiastic manner, provides a resourceful balance of adult-led, freely-chosen and child-led activities. This means children develop confidence and show interest in the experiences on offer. Children in the cuddle corner and pebbles rooms show how comfortable and confident they are in the nursery as they settle down on sleep mats after lunch. Staff close blinds and turn off the lights, conducive to good quality sleep whilst older children enjoy stories and quiet activities in the stepping stones room. The print rich environment encourages children's understanding and early communication skills. They recognise numbers hanging from the ceiling labelled in various languages and count the number of objects attached which correspond. Children identify their coat pegs and drawers as they recognise their names and select resources from the low-level storage. They learn about the local community and the wider world through visits from interesting people and taking part in charity events to raise money for those less fortunate. The children enjoy access to different zones in the nursery. They show great imagination as they make 'ice creams' in the sand to serve to their friends. Skills in communication technology are developing as they use the computer with ease. They show curiosity as they explore their surroundings with interest and confidently question any visitors to the nursery. Early writing skills are established as children write for a variety of purposes including making marks with chalks, writing their 'names' and drawing pictures on the pavements. Children show they are proud of their physical achievements and have a secure sense of belonging as they shout 'look at me' whilst they climb across the tunnels, throw balls and do cartwheels on the grass. Overall children are happy and stimulated at the nursery. As a result, they are progressing well across all areas of learning and development.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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