

Hinckley Road Nursery

Inspection report for early years provision

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Inspection date 21/06/2011
Inspector Fiona Robinson

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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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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

Hinckley Road Nursery was registered in 2007 and operates from a purpose built unit within the grounds of Pearl Hyde Primary School, Wyken, Coventry in Warwickshire. All children share access to an enclosed, outdoor, play area and the school field. There is support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The nursery may care for no more than 44 children between two and eight years of age at any one time. Currently there are 63 children on roll, all of whom are in the early years age range. Of these, 52 are in receipt of funding. The nursery is open each weekday from 8.30am to 3.30pm during term time only. Children come from the local area and attend for a variety of the sessions on offer.

There are six members staff who work with the children. Of these, five hold National Vocational Qualifications (NVQ) at level 3; and one holds a BA Hons in Early Years Education and is working towards Early Years Professional Status. The nursery receives support from a mentor teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children achieve extremely well in this bright, inspiring environment because they are fully included in an excellent range of indoor and outdoor activities. There are outstanding partnerships with parents and carers, the host school and outside agencies and information is shared very effectively. Staff are very knowledgeable about the children in their care and very skilled at increasing their understanding of keeping healthy and safe. Children behave extremely well because staff are excellent role models. The manager and staff have a very clear understanding of the nursery's strengths and areas for improvement and demonstrate an excellent capacity for future improvement.

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 problem solving activities in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well because staff have an outstanding awareness of safeguarding and child protection issues and procedures. Comprehensive policies and procedures are implemented fully to ensure children's safety. Risk assessments are carried out regularly to minimise hazards in the indoor and outdoor environments. There are robust staff recruitment and vetting procedures to check the suitability of staff and adults working with the children. Security is given a high priority and parents and carers are very familiar with the rigorous procedures for the collection of children. Staff are deployed very effectively to ensure children are supervised fully throughout their time at the nursery. Children have access to an excellent range of safe and suitable resources. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine.

The nursery is extremely well-led and managed. Staff meet regularly to discuss planning, assessment and areas for improvement. Excellent progress has been made since the previous inspection. There is an outstanding awareness of the strengths of the nursery and areas for development, such as further developing the children's communication, language and literacy skills. Staff value the views of parents, carers and children and excellent reflective discussion and evaluation takes place. The manager and staff share the vision to provide high quality practice. They promote equality and diversity to an exemplary level and ensure children are fully involved in activities and achieve equally. They provide excellent support for children with special educational needs and/or disabilities, and those who speak English as an additional language, so they make similar progress to their peers. An excellent range of resources, activities and experiences extend the children's understanding of different cultures and countries, so they grow to appreciate the wider world. Very effective use is made of a wide range of stimulating resources to meet the needs of the children. Activities are constantly monitored and challenging targets are set for the children. There is regular appraisal of staff and they access training courses to enhance their existing qualifications and expertise.

Partnerships with parents and carers are outstanding. They are kept very well-informed of special events and activities, such as the sponsored walk around the field, the 'Teddy Bears Picnic' and the children's 'Graduation Day' when they leave the nursery. They receive information through informal discussions, comprehensive newsletters and the parents' notice board. Parents say they are kept very well-informed of their children's achievements and progress. Key staff regularly share the children's learning journeys with parents. They hold termly consultation meetings for them to become familiar with the children's progress and value their input when setting targets. Parents consider that staff are very approachable and caring and their children get an excellent start to their education. Staff ensure children have a very smooth transition into full-time education. Partnerships with the host school are outstanding and the nursery benefits from the use of the outdoor environment. There are also outstanding links with outside agencies that help the staff to meet the specific requirements of children with special educational

needs and/or disabilities.

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

Children benefit from very well-organised and purposeful play and achieve very well. Staff value the children's ideas and include these in the planning and organisation of activities. They evaluate their planning carefully and use the information gained to help children to develop their skills. Themes such as 'My Family', 'Healthy Eating' and 'Summer' enrich their experiences. Children make excellent progress across all areas of learning. Behaviour is impeccable because staff are calm and consistent with children. They have high expectations and children are fully aware of the boundaries in place. Children help tidy up and share resources sensibly with one another. They cooperate very well when completing programmes on the computer. Staff actively promote their independence and children confidently choose their own activities. Festivals such as Harvest, Eid, Diwali, the Chinese New Year and Easter are celebrated through a range of bright and varied activities, giving the children an outstanding appreciation of other cultures, customs and lifestyles. Children see an excellent range of resources that represent different cultures and religions and benefit from contributions made by staff and parents.

Children develop an excellent understanding of keeping healthy and safe. They make healthy decisions and are introduced to an active healthy lifestyle. They ride their bicycles and pedalled vehicles with great control and balance very carefully on the climbing apparatus. Children make healthy choices at snack time and lunchtime. They enjoy growing, harvesting and eating their own carrots, cucumbers, lettuces and potatoes. They learn to use equipment safely as they prepare fruit salads, soup and pizzas with healthy toppings. Children enjoy going on nature walks around the grounds of the host school. They benefit from talks on road and fire safety from the police and fire services, and feel very safe and secure at nursery.

Children are very independent and achieve significantly well in their activities. They respond very well to the excellent care and support they are given. They listen very carefully to stories such as 'The Three Little Pigs' in Gujarati and English and enjoy taking it in turns to act out the story. Their creative skills are developed very well through painting, collage and model making. Most can count to twenty and beyond with confidence and recognise two-dimensional shapes indoors and outdoors. They tunefully sing songs, such as 'Twinkle, Twinkle, Little Star'. Their communication, language and literacy skills develop very well through their work on letters and sounds, and most children can write their own names. They enjoy role play in the doctor's surgery and look at pictures of X-rays to help them diagnose the problem. They use puppets to re-tell the story of 'The Gingerbread Man' and skilfully design and make models of castles and clocks. Although children access a wide variety of activities, they have fewer opportunities to develop and practise their problem solving skills in the outdoor area. Trips to the Memorial park and visits to the pantomime further enrich their experiences. They are prepared

very well for their next stage in learning in this exciting, vibrant environment.

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
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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

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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