

Precious Moments

Inspection report for early years provision

Unique reference number

EY410139

Inspection date

05/07/2011

Inspector

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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

Precious Moments opened in April 2010. It is a privately owned nursery and operates from a converted house in Radford, Coventry. Babies are mainly cared for on the first floor of the premises and this is accessed via a flight of stairs. The setting opens five days a week, except for Bank Holidays. Opening times are from 7.30am to 6pm, during which time morning and afternoon sessions are available. Children attend for a variety of sessions and full day care. All children share access to a secure enclosed outdoor play area.

A maximum of 15 children may attend the setting at any one time. There are currently 23 children on roll who are within the early years age group. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The nursery employs six permanent members of childcare staff. Of these, five 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 good.

Children are happy to attend this nursery and are welcomed on arrival by staff and their peers. They are fully safeguarded as the staff are aware of their roles and responsibilities in the event of a concern. Systems for observing, assessing and identifying the children's next steps in their learning are good in most cases. Staff implement the handling children's behaviour procedures in a consistent manner. They provide an inclusive service and most information provided to parents is accurate. The management team have a clear vision for the future and demonstrate a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- make sure all children's developmental records are maintained at all times across the six areas of learning to ensure their individual learning objectives are included in future planning
- ensure that all information provided to parents is accurate to ensure they are kept fully informed about all aspects of the provision.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded. Staff attend regular training to ensure they remain well informed about their responsibilities in relation to keeping children safe

and protected. A written child protection policy is in place which includes a named designated officer. New staff to the setting undergo robust recruitment procedures where they are interviewed and checked to determine their suitability to work with children. Resources are consistently well deployed and staff keep one another informed of their whereabouts. Consequently, this ensures that children are well supervised at all times. Information about who has legal contact and who has parental responsibility has been obtained for every child. Written risk assessments identify how potential hazards have been identified and addressed. Available space, both indoors and outdoors, is well organised to meet the children's needs.

Management and staff are aware of the benefits of establishing purposeful links with practitioners where children attend more than one setting. They have procedures in place to help children through the transition from pre-school to reception class. As a result, this ensures information is shared more readily and used to promote children's achievement and well-being. Staff have also developed good working partnerships with other professionals involved in the care of the children. For example, they liaise as and when required with their local special educational needs coordinator. As a result, children's individual needs can be identified and catered for.

Many actions were raised at the last inspection, all of which have been successfully addressed with the help and support of the local authority. This has had a significant impact upon the quality of the service provided. Areas that have improved include checking procedures for the suitability of staff, the safety of the children and working in partnership with parents. Some staff have recently undertaken childcare qualifications up to and including level 3. They work together as a team and are keen to continue to improve outcomes for children and their parents. All staff are aware of the setting's policies and procedures; they implement these successfully to promote children's welfare, safety and development. They are actively using a self-evaluation process which identifies their priorities for the future. Parents' views are considered and staff have implemented changes which have improved their arrangements for sharing information on the children's development.

Good relationships are developed with parents and carers, and methods of communication are generally secure. For example, staff communicate with parents through daily diaries for the younger children, verbal dialogue at the start and end of each day and monthly newsletters. This means that in most areas they are well informed about the provision and are able to share quality information about their children's care needs. However, at times some of the information on display is inaccurate and does not provide a clear reflection of the actual practice that is in place. Consequently, parents may become confused. Parents are encouraged to spend time looking at their children's learning journeys and scrapbooks, which provide many photographs of them involved in their learning. A key worker system is also in place, which enables parents to have a familiar point of contact. Parents spoken to during the inspection comment positively about many aspects of the provision. They share they especially appreciate that their children are 'happy' and 'have opportunities to learn early reading and writing skills'. They feel the staff are easy to talk to and open to suggestions made by parents.

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

Staff have grasped a secure understanding of the Early Years Foundation Stage and how young children learn. They ensure children have access to a good variety of resources, both indoors and outside. Activities are attractively displayed and children make choices independently about what they would like to play with. Children are supported by staff who let them lead their own learning as well as providing them with a good balance of planned adult-led experiences. Most staff undertake both planned and spontaneous observations of the children's learning across the six areas. This information is then used to assess their stage of development and plan for their next steps in their learning journeys. Therefore, overall children are making good progress. However, on some occasions not all of the six areas of learning are effectively included. Consequently, this may restrict the children's development.

Children at this nursery are happy and confident individuals who clearly enjoy time spent with their peers. Lunch and snack times are sociable occasions where children relate well to one another. They expressively use their vocabulary to converse with staff, often sharing their own experiences. Children's language skills are supported by the staff, who ask them questions that make them think. For example, when children are drawing, staff ask 'what have you drawn?' Children respond and say 'it's a monkey tank'. Staff then further initiate the conversation by asking 'what's going to go inside the monkey tank?', and children laugh and respond by saying 'monkeys of course'. Consequently, children are gaining a good sense of humour and building relationships with adults.

Children have really good hands-on experiences in learning about the world around them. This is achieved through their participation in caring for the nursery pets. They feed and hold the animals while learning about their differing characteristics. For example, while holding a gecko they learn that it will not bite them as geckos have no teeth. Children also learn about reproduction through discussing that the finches have laid some eggs and that the female mouse is pregnant. They begin to understand how to be gentle, sensitive and kind to the animals. This is because the staff demonstrate how the animals like to be held and they encourage the children to use their quiet voices so as not to scare the animals.

Overall children's behaviour is good. They are encouraged to be polite, use their manners and talk kindly to one another. They learn to share equipment as they play together. Challenging behaviour and disputes over favourite toys are used as opportunities for staff to develop children's understanding of fair play. Children also learn to problem solve through everyday occurrences. For example, when the children are outside and it begins to rain a little, they race around the garden laughing, trying to find shelter from the rain.

Children learn good procedures regarding personal hygiene through regular routines. Their overall health and nutrition is enhanced as they are encouraged to eat a variety of fresh produce. For example, at snack time children select from a choice of kiwis, pineapple, grapes and bananas. They have access everyday to

fresh air and exercise. Children spend long periods playing in the outdoor area or going on walks in the local area. For example, a walk may include a trip to the library. Children are beginning to learn about their own safety and the safety of others. This is achieved because they are involved in practising the fire drill and receive regular reminders from staff about how to behave. For example, while playing on the climbing frame they are reminded not to carry large equipment, such as drain pipes, to the top. Children are well cared for at times of minor accidents as four of the six staff holds valid first aid certificates. The first aid box is appropriately located for easy access. As a result, children's health needs are promoted.

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