

Sure Start Coventry West, Mosaic Nursery

Inspection report for early years provision

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Inspector	Jan Burnet and Karen Millerchip
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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

Mosaic Nursery is part of the Sure Start initiative and has been registered since March 2004. It operates from three rooms within a community building that also houses multi-disciplinary teams. Entrance is at ground level. Creche facilities and parent/carer support groups are also provided. The setting is situated in the Tile Hill area of Coventry approximately two miles from the city centre.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 51 children may attend at any one time and all may be in the early years age group. Of these, 12 may be under two years. The nursery is open Monday to Friday from 8.30am to 4.30pm throughout the year. There are currently 55 children on roll. Most children attend for half day, part-time sessions and 12 places are reserved for children attending creche provision that operates in support of groups and training provided for parents and carers. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A team of 14 staff, including the manager care for the children. Of these, seven are full time workers. All staff are qualified to a minimum of level 3, two staff are qualified to level 6 and one holds Early Years Professional Status, and three staff are working towards an Early Years Foundation Degree in Childhood Studies. In addition to the childcare team, the setting employs a qualified teacher and an early years team leader who holds a level 6 early years qualification and a National Qualification for Integrated Children's Centre Leadership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team promote children's welfare exceptionally well and create a stimulating, vibrant and welcoming environment. Children's interest and natural curiosity to learn is addressed generally well and their developmental needs are met effectively. Excellent relationships have been formed between staff, parents and other professionals. Staff ensure that all children are valued and included and information obtained from parents helps them to identify and address children's differences with full effect. Planning for improvement, including the process of self-evaluation is very good.

What steps need to be taken to improve provision further?

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

- extend spontaneous child-led opportunities for children to develop mathematical concepts
- improve the deployment of staff with regard to the dual purpose playrooms

to ensure that the needs of all babies are consistently met.

The effectiveness of leadership and management of the early years provision

Superior systems are in place to ensure that children's welfare is comprehensively protected. They are cared for in a safe and welcoming environment. Staff are proactive in protecting children's welfare as they are fully aware of their role with regard to safeguarding children. The written safeguarding policy is thorough and systems ensure that it is known by staff and parents/carers. Risk assessments for the premises, resources, activities and outings are comprehensive and are continually reviewed. Staff-to-child ratios exceed required standards and the manager and deputy are supernumerary. Procedures for recruitment, selection, induction and appraisal are robust. The provider makes sure that every staff member's suitability has been thoroughly checked before they have unsupervised access to children.

Systems for monitoring and self-assessment are robust. At the time of the last inspection, there was one recommendation raised; to develop children's independence in everyday routines and situations. This linked to the organisation of mealtimes and has been addressed well with the cook now presenting meals in small dishes so that children can serve their own meals. Children's learning and welfare is continually reviewed so that high standards are maintained. Measures to ensure ongoing improvement include the introduction of a diary log in each room used for self-evaluation and completed in consultation with parents and children. As a result, menus have been changed, planning reviewed, additional creche facilities in support of adult education introduced, and on children's requests, 'super hero' role play resources purchased. External evaluation is welcomed and used as a self-evaluation tool to ensure quality. Nursery staff work excellently with other professionals in order to ensure full coherence of learning, development and care. Links with a local primary school have been established to extend children's learning in the outdoor 'forest school' environment. On a daily basis, nursery staff work within a multi-agency and multi-disciplinary children's centre team. Consequently partnership working is very well established.

The partnership with parents is outstanding. Parents are extremely well informed about their child's achievements and progress and they are fully involved in supporting learning and development at home. Valuable information for parents is displayed and a folder containing comprehensive policies and procedures, which successfully reflect the ethos of the setting, is available in each room. Parents are continually encouraged to become involved. For example, following parents' requests, the cook is providing advice and support on healthy eating, and parents as well as children are involved in planting, growing and cooking healthy food.

Excellent systems are in place to ensure that effective inclusive care is provided for every child. Staff have an outstanding knowledge of each child's background and needs. Superior systems are in place to ensure that children are encouraged to recognise their own unique qualities and characteristics they share with others. The setting's policies and procedures are effective and inclusive for those children

who attend. Toys and play equipment reflect diversity and effectively meet the developmental needs of the children who attend. Children's good health and well-being is promoted excellently.

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

Children make good progress in all areas of learning and development in a stimulating and welcoming environment. Staff structure the day flexibly and make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. The quality of planning for individual children is of a high standard and it is carefully informed through regular observations of children during play. Children's personalities, likes and interests are well known and this information is used effectively to ensure that they are happy, settled and enjoying their time at nursery.

Children's creativity is exceptionally well supported. They enjoy the freedom to select and express their ideas through easy access to a wide range of stimulating materials. The nursery arranges weekly visits to a 'forest school', which successfully enhances their learning and range of experiences in a natural environment. This allows them to discover nature, the changing weather and seasons and to enjoy the space and opportunity to be physically active and exuberant. Children show an avid interest in all areas of play and spontaneously choose from a plethora of good quality resources. Pre-school children listen intently during group times and staff skilfully encourage them to reflect, problem solve, share and respect each others ideas and suggestions. However, children are less confident with mathematical concepts because there are fewer opportunities to explore these by themselves.

Children are confident, active learners and their self-esteem is fostered through the praise and encouragement continually given by staff. They learn about the wider world through exploring the environment, craft activities, stories, music and everyday discussion. A range of religious and cultural festivals are recognised and high quality resources reflect positive images of diversity. Children are learning about each other as they share information about their family background. Babies and young children are at ease and happy to go to staff for comfort, reassurance and support. They thoroughly enjoy action songs and rhymes, and staff respond to their sounds and gestures, extending their vocabulary by naming and repeating sounds and words. However, when groups are combined, for example, when babies attending for a creche session are accommodated in the baby room, the deployment of staff is not fully effective in meeting the needs of all children.

Pre-school children demonstrate a high level of understanding with regards to their safety. For example, children are taught to use scissors and tools carefully. They have an exceptional awareness of possible hazards they may encounter when attending 'forest school'. Children's good health is rigorously promoted and they receive balanced and nutritious meals and snacks which are freshly prepared on the premises. Children are actively encouraged to be involved in physical play.

They learn how their body works and how to keep it healthy.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	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	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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