

Stoke Green Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Stoke Green Day Nursery was registered in 2011. It operates from a converted house in the Stoke Green area in Coventry. The nursery operates over two floors and has a secure outdoor play area. It is open from 8am to 6pm. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register to provide care for a maximum of 35 children in the early years age group. There are currently 30 children on roll who attend on a full- and part-time basis. Children may attend for a variety of sessions.

The nursery employs six members of staff who work directly with the children, five of whom hold appropriate childcare qualifications. There is also a qualified cook. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff at this nursery are keen to progress in their own professional development. Good partnerships with parents ensure each child's needs are fully understood and successfully met. Inclusion is promoted and methods introduced to evaluate the provision are developing well. Children are fully safeguarded by staff who clearly understand their roles and responsibilities. Children have good opportunities to learn about a healthy lifestyle. Most areas of the nursery have been made safe and staff are currently developing their planning.

What steps need to be taken to improve provision further?

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

- develop further the identification of children's next steps in their learning and link these to future planning
- update the risk assessment to include anything with which a child may come into contact; this refers particularly to the garden bench.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded in most respects by staff. They are clearly aware of their responsibilities in the event of a child protection concern. For example, all staff know what they need to do if an allegation is made against them or one of their colleagues. Effective recruitment and selection procedures and initial staff induction ensure all adults working with children are suitable to do so. Most hazards have been identified and minimised. However, one potential hazard in the garden has been omitted. The wooden bench in the rear garden is unsafe for use. Consequently, this may potentially impact upon the children's safety when playing outdoors.

Management and staff work well together as a team; room staff share that they feel they are well supported by their managers. The majority of staff are qualified in childcare and many are keen to progress further in their professional development. For example, senior staff are presently completing an early years degree and others attend short courses. Resources are well deployed by staff who ensure the activities are stimulating and inviting. There is good capacity for continuous improvements. The nursery readily accepts recommendations raised by their early years advisors. They are proactive in bringing about change to improve outcomes for children and their families. Parents' views are also considered and acted upon. For example, parents previously raised concerns about there being no handle on the gate outside and how a step at the front door would help small children enter the nursery more easily. Both of these issues have been resolved. This has had a positive impact on partnership working and promoting the children's independence.

All children are valued and included. Staff monitor children's involvement in play and encourage those who are less engaged to participate in the activities that are on offer. Methods are secure in ensuring that the needs of children who speak English as an additional language or those with special educational needs and/or disabilities are met. For example, the staff obtain as much information as possible about the children's needs from their parents at the onset of care. Consequently, children can be cared for according to their individual needs. Partnerships with other professionals and children's parents and carers are well established. From the early days they are well informed about how the nursery operates. For example, displays include information about meals, children's health and Ofsted's name and address to use if they wish to make a complaint about the service. On a daily basis staff engage parents in conversations about their children's general care and well-being. Babies and toddlers have daily dairies which detail their food intake, how long they have slept and activities they have participated in. Parents who expressed their views during the inspection share they are happy with the care of their children. They comment that the staff are friendly and approachable and their children really enjoy their time in the nursery. Children who attend more than one setting also experience consistency and continuity because the staff ensure good partnership working.

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

Children are making good progress across the six areas of learning. They are provided with an effective balance of adult-led and child-initiated activities. Staff undertake spontaneous and planned observations of the children's learning and make some assessments of their development. However, their next steps in their learning are not always identified or carried forward to future planning. Children's personal, social and emotional development is enhanced well. Overall, children in this nursery are settled and happy. They are cared by staff who are sensitive towards their needs. Babies and toddlers who are a little upset on arrival and when they are tired are comforted and helped to settle by their key workers. Familiar staff are always in close proximity to supervise and support children in their play.

For example, staff sit and look at books with the babies and help them to operate interactive toys. Toddlers receive lots of praise from the staff regardless of how big or small their achievements may be. For example, staff clap when they make marks on paper and tell children how clever they are when they follow simple instructions like 'go to the bathroom'. As a result, children feel good about themselves and are growing in their self-esteem.

Children have good opportunities to develop skills in problem solving and numbering. They learn how to count in numerical order and participate in the early stages of calculation. For example, when they make fruit smoothies, they count how many cups they need in order for every child to have a taste. They take turns to put spoonfuls of yoghurt into a jug; they are then asked how many they have put in when they add one more spoonful. Therefore, children are using mathematical language and gaining skills in becoming independent.

Children's health is successfully promoted in many ways. They are looked after in clean surroundings and encouraged to follow good hygiene routines. Clear accident and medication procedures are followed and records are fully maintained. Children are offered a good variety of food which is nutritionally valuable. There is a high emphasis on using fresh produce, such as fruit and vegetables. Parents are also encouraged to think about children's nutritional needs in the food they cook at home. For example, the nursery cook provides them with a 'recipe of the week'. At parents' evenings they are invited to speak with a health nutritionist and try foods such as a chick pea curry. As a result, they can access professional advice and become familiar with some of the foods their children eat at nursery. Children are learning about how to keep themselves safe. For example, toddlers are discouraged from climbing on tables and chairs and older children are reminded not to run indoors.

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