

# Witty Day Nurseries (Coventry)

Inspection report for early years provision

---

**Unique reference number** EY439230  
**Inspection date** 26/07/2012  
**Inspector** Tracey Boland

**Setting address** 161 Warwick Road, COVENTRY, CV3 6AU

**Telephone number** 02476 083 062

**Email**

**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Witty Day Nurseries (Coventry) was registered in 2012. The provision operates from a single storey building in Warwick Road, close to the War Memorial Park in the City of Coventry. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 30 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications to 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.

Children are continually safeguarded and they are happy and settled and their needs are well known. Children's independence is encouraged in most daily routines and their self-esteem is supported through the positive reinforcement by staff and the praise and encouragement, which they receive. Systems for observations and assessments are in place and systems for identifying the future learning needs of children and planning for them are established in most rooms. Required documentation is in place. Potential risks are identified and steps are taken to minimise them. The environment is inclusive and partnerships have formed with parents. Systems for self-evaluation are firmly in place, taking account of the views of staff, parents and children.

## What steps need to be taken to improve provision further?

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

- improve the identification of children's next steps in all areas of learning, so that it is consistent throughout the nursery
- extend the opportunities for children to develop further their independence skills in relation to mealtimes.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected from abuse and neglect as staff are secure in their knowledge of safeguarding procedures. They demonstrate a very good understanding of their role and responsibility in relation to protecting children in their care from abuse and neglect. Clear, consistent recruitment procedures ensure that all new staff are suitably checked, in order to care for children. Records of all visitors are maintained and children are not left unattended with un-vetted adults. Risk assessments are effective in ensuring that all hazards to children's safety are identified and effective steps are taken to minimise them.

Children's needs are well cared for at times of minor accidents as staff hold valid first aid certificates and are able to deal with minor accidents appropriately. Health records are maintained for all accidents and countersigned by parents. Children enjoy healthy snacks and meals and their dietary needs are well known by staff. Meals are healthy and well balanced and include foods from around the world. Fresh fruits and vegetables are provided each day. Baby foods are stored appropriately and heated in line with parents' preferences. Children enjoy mealtimes, which are a social occasion.

Children are cared for in rooms according to their age and the good organisation ensures that there is ample space for them to move about safely. The effective deployment of staff helps to ensure that children are fully supervised. Children enjoy the garden on a daily basis. Also the younger children have an enclosed area, which enables them to move around safely while having contact with their older peers and siblings.

Staff demonstrate an understanding of the importance of caring effectively for children with special educational needs and/or disabilities. They demonstrate a commitment to working alongside parents, carers and other agencies to support the children's needs. Good systems are in place to support children and families, who speak English as an additional language and resources are continually developing that reflect positive images of our diverse society. Partnerships with other providers where children attend more than one setting are continually developing to ensure continuity of care.

The setting is very friendly and staff take time to ensure that visitors, children and their families are made to feel welcome. A gradual settling-in period takes place, enabling parents and children to become familiar and relaxed with staff and the routines, making separation from their parents easier. Parents are provided with a wide variety of written information, including policies and procedures. They are kept informed of forthcoming events and dates for their diaries. Very good communication takes place both verbally and through the use of diaries, newsletters and the use of an online portal, so all are kept up to date and informed of their child's progress. Parents are delighted with the care provided and feel safe and secure in the knowledge that their child's needs are being met. Systems to monitor and evaluate practice within the setting are in place and the views of parents, staff and children are actively sought.

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

Children of all ages engage well with their peers and staff and make good progress towards the early learning goals. Staff demonstrate a clear understanding of how young children learn and of the Early Years Foundation Stage, which they share with parents. Children enjoy a variety of interesting, stimulating activities that encourage their development both indoors and outdoors. Also interaction between the staff and children is very good. Staff demonstrate a good knowledge of the children's needs and their individual routines are included in the day. They spend time together planning for the children, including the six areas of learning. Planning is displayed for parents to see, as are their child's observations, which are within their learning journals. There are systems for evaluating what they have observed and this is used to plan for the children's future learning needs. However, these systems are not secure in all rooms, so some children make not be appropriately challenged. The children's learning journals are shared with parents, who are invited to make their own comments and to share the activities the children are involved in at home. Parents' evenings enable them to share and discuss their child's progress.

Children are cared for in key worker groups, although, all staff interact and respond to all of their needs. Behaviour is good and staff are effective role models, consistently reminding children of good safety practices, such as not standing on the toys. Children receive lots of praise and encouragement and are encouraged to be kind and take turns. Staff and parents acknowledge the good things children do and their achievements, which are displayed on the 'WOW' board. This encourages children's self-esteem.

Children learn to use electronic resources that give a response when they press the buttons. Also older children gain good control when using the computer mouse. Children's language and literacy and skills for the future are developing well. They are able to access a variety of books and actively seek out members of staff to read with them. Babies have lots of one-to-one care and they enjoy books and singing rhymes, encouraging their language skills. Their individual needs are very well cared for each day and as a result, they are secure and settled. Children become familiar with letters and words and have daily opportunities to make marks and use creative materials as they wish to. Photographs of the children involved in activities are included in their learning journals. Their art and craft work is displayed.

Children's health and well-being is suitably promoted and necessary steps are taken to prevent the spread of infection. Babies' and toddlers' comfort is maintained as staff ensure that they have their nappies changed regularly. They learn the importance of washing their hands after using the bathroom and their independence is encouraged with regard to their personal care needs. However, children's independence is not consistently encouraged as they do not have opportunity to help themselves to their own meals. Children learn road safety

when out visiting places of interest, such as a war memorial park or walking in the local community.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

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