

Whitmore Park Baby Unit

Whitmore Park Primary School Annexe, Rylston Avenue, Coventry, CV6 2HD

Inspection date	19/11/2012
Previous inspection date	17/04/2007

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children feel safe, secure and enjoy their time in a friendly, warm and welcoming environment where staff sensitively meet their individual needs.
- Relationships with children and their families is exemplary. There is a high degree of trust and an appreciation of the help given, particularly in helping parents gain specialist help and support.
- Staff have a secure knowledge and understanding of the Early Years Foundation Stage and how young children learn through play. A wide range of varied, interesting activities effectively support young children in making good progress in their development.
- Successful systems are in place to monitor practice and managers have a good understanding of what needs to be done to further improve the provision.

It is not yet outstanding because

- The garden is not as well organised or equipped as the indoor area to provide opportunities for young children to extend their physical skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the play room.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of one parent spoken to on the day of inspection and information included in the self-evaluation documents.
- The inspector held meetings with the provider and the manager of the provision and spoke to staff.

Inspector

Hazel White

Full Report

Information about the setting

Whitmore Park Baby Unit was registered in 2002 on the Early Years Register. It operates from a self-contained unit within the annexe of Whitmore Park Primary School in Coventry. It is a Citywide facility for children under the age of three years of age. The mothers of the children are under the age of 16 years and are educated on site. There is a fully enclosed area available for outdoor play.

The nursery is registered on the Early Years Register. There is currently one child attending who is within this age group. The nursery employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, term time only. Sessions are from 8.30am until 2.30pm on Monday, Wednesday and Thursday and from 8.30am until 3.30pm on Tuesday and Friday. Children attend for a variety of sessions. The nursery receives support for the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and develop further the outdoor environment by providing low-level equipment so that babies can pull up to a standing position, shuffle or walk, and tunnels, slopes and low-level steps to stimulate and challenge toddlers.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children access a broad range of interesting and exciting activities and learning experiences. As a result they make good progress in their development. Babies and young children are encouraged to use their senses to explore and investigate as they are introduced to a variety of soft, scrunchy and sparkly materials in their texture play. Babies are mesmerised by fairy and tube lighting, turning their heads towards the light, following it as they flash on and off. They are intrigued by their reflection in the mirror and are supported to hold rattles which make various sounds. Staff build babies' vocabulary by giving choices, modelling clear language and praising their attempts to babble and form words. They skilfully build on what children know and can do, offering them a wide range of action and activity toys for them to touch, hold, open and close. This helps children to discover how things work and to persist in their self-chosen play.

Staff carefully observe children to find out about their immediate interests and talk regularly to parents to find out what children enjoy at home. This means that activities and experiences are planned to enhance their individual learning. Children enjoy a well-organised indoor environment where they can easily select resources to support their play. For example, babies help themselves to building bricks and treasure baskets which are full

of interesting items such as feathers, fir cones, fabric and metal objects. This effectively encourages babies to show high levels of curiosity and fascination as they use their hands and fingers to move objects around.

Babies have plenty of space to crawl around and become mobile. They use sturdy furniture to help them get into a standing position and confidently take their first steps. The garden is used regularly to enable children to have fresh air. However, the outdoor space is not maximised to further encourage babies to become mobile and extend challenge for toddlers, for example, by providing low-level equipment so that babies can pull up to a standing position.

The contribution of the early years provision to the well-being of children

Children benefit from excellent settling-in procedures, which are based around their individual needs. Staff visit young parents in their own home to meet the babies and people who are special to them. They thoroughly discuss the benefits of partnership working and this effectively helps to support them in the transition between home and the nursery. Parents have breakfast with their children before starting the school day and visit their babies during their morning break and at lunchtime. Therefore, they are fully involved in the care of their children.

A well-established key person system effectively helps children form strong attachments. Exceptional handover systems within the nursery ensure children are introduced to their new key person and spend time visiting the nursery which enables them to build close relationships. Babies develop secure, trusting relationships with staff. They are extremely relaxed and confident in the nurturing care of staff who cuddle babies closely when they are tired or upset and offer comforting words which quickly soothe them so that their emotional needs are superbly met.

Young children are learning about sharing and turn-taking as staff skilfully intervene to help them solve their difficulties when it comes to sharing popular resources. Staff know the children extremely well, building a secure knowledge of their needs and interests. They work admirably with parents and other professionals to ensure any additional or medical needs are met. Clear, accurate records are kept of any accidents or medication and all staff fully understand about children's allergies or food preferences, which ensure children's dietary needs are effectively met and respected.

Parents provide formula milk and food for their own children which is appropriately stored until needed. Children learn sensible hygiene routines because staff act as excellent role models, washing their hands before preparing food and ensuring that nappy changing procedures are thorough. Children enjoy frequent outings in the local community so that they develop a secure understanding of the world around them.

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

Managers provide a strong leadership, setting high aspirations for quality. They have a good understanding of their responsibilities in meeting the learning and development requirements. An effective system is in place for regularly monitoring practice and this ensures the nursery is always evolving and improving. The team works closely with the local authority and are part of their quality assurance scheme. Professional development of all staff is supported well through regular supervisions and appraisals. Ongoing training is encouraged and staff morale is high because achievements are celebrated.

The local authority robust recruitment systems are followed to help ensure that all staff are suitable to work with children and that they have a secure knowledge of their roles and responsibilities. Thorough induction procedures ensure that new staff have a sound knowledge of their role. The designated person for safeguarding is very clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All staff have a good knowledge and understanding of the safeguarding children procedures and they attend regular training to ensure their knowledge is up-to-date. Risk assessments are carried out on a regular basis and staff are well-deployed so that children are kept safe. Staff are vigilant and supervision is good to help ensure children's safety.

Staff work effectively in partnerships with other early years providers and regularly share information to promote children's learning, development and welfare. Partnership working with other professionals and agencies is well established and effectively supports young parents and their children. For example, the family nursing service team which consists of health visitors, midwives and nurses, visit parents weekly to demonstrate to how to bath babies, make up feeds and discuss the correct positioning for sleeping babies.

Staff build good working relationships with parents and demonstrate a very good understanding of the benefits of working closely with them so that children's individual needs are met. They provide an abundance of useful information regarding healthy eating, for example, leaflets on weaning, the benefits of breast feeding and menus for toddlers. Systems for self-evaluation highlight the nursery's strengths and areas for improvement. Together with the local authority the team set clear action plans to prioritise areas for development such as reviewing planning and assessment systems to ensure they reflect the new framework. The views of parents and staff are taken into account, for example staff suggestions led to the meal time arrangements being changed so that babies and children sit together to socialise which effectively promotes inclusion.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY152573
Local authority	Coventry
Inspection number	817828
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	9
Number of children on roll	1
Name of provider	Coventry City Council
Date of previous inspection	17/04/2007
Telephone number	02476337734

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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