

Flutterbies - Clinton Lane

182 Clinton Lane, KENILWORTH, Warwickshire, CV8 1BB

Inspection date

28/11/2012

Previous inspection date

02/06/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 2

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 are happy, feel safe and are active learners, and show strong levels of confidence and skills. This is because they have formed strong bonds and attachments with the staff.
- Children have close relationships with the staff and each other. As a result, they display good levels of independence and curiosity.
- Staff place a strong emphasis on establishing effective partnerships with parents and others in order to successfully meet the children's individual needs.
- Staff understand and meet the safeguarding and welfare requirements well. This duty of care is shared with parents to inform them of their role and responsibilities to keep children safe.
- Teaching is based upon a secure knowledge and understanding of how young children learn and develop. Staff provide a good range of opportunities to support children's learning through play. As a result, children make individual progress.

It is not yet outstanding because

- Staff do not maximise the use of the outdoor play area. Consequently, children have limited opportunities to move freely between indoors and outdoors.
- Staff have not fully embraced opportunities for all parents to contribute to their children's record of learning and activities in order to promote shared learning between the nursery and home.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
 - The inspector and manager undertook a joint observation of a teaching activity.
 - The inspector talked with some staff and parents and held discussions with the manager and area managers.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working in the setting, relevant sections of the setting's improvement action plan and a range of other documentation.

Inspector

Jennifer Turner

Full Report

Information about the setting

Flutterbies - Clinton Lane was registered in 2010. The nursery is privately owned and managed and is part of a chain of settings throughout Coventry and Kenilworth run by Tommies Childcare Ltd. It operates from the ground floor of a converted house in a residential area of Kenilworth, Warwickshire. The nursery serves the local and surrounding areas and has strong links with the local school. 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, with the exception of Bank Holidays and a week at Christmas. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 21 children on roll who are within the early years age group.

The nursery currently employs three members of childcare staff, all of whom hold early years qualifications to level 3. The manager holds Early Years Professional Status. The nursery receives support from 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:

- maximise the use of the outdoor area by giving children opportunities to move freely between indoors and outdoors
- extend opportunities for all parents to contribute to their children's record of learning and develop activities to promote shared learning at home.

Inspection judgements

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

Children are happy, confident and demonstrate they feel secure in the environment, because staff are welcoming and attentive to their individual needs. Staff provide a wide range of activities that effectively promote children's learning and development. Resources are easily accessible to children, enabling them to develop their confidence as they choose what they play with. Children receive a warm welcome from staff, who immediately engage in conversations about how they are feeling today. These relaxed opportunities value children's developing communication skills as staff listen attentively to what children have to say. Staff extend children's vocabularies as they skilfully question and encourage them to express themselves. Several staff have completed training in the 'Every Child a Talker' programme. This helps them plan for children's speech and language development and support children to make good progress in their development. Staff talk to children and raise awareness of different languages through some of the labelling in the playroom. Their communication and language skills are further supported through visual cues and props to promote their understanding of rhymes and stories as children select pictures cards of the rhymes and songs they want to sing.

Children are well behaved and demonstrate that they understand the rules of the setting. Staff offer praise and encouragement as children engage in positive behaviour and this helps to build children's confidence and self-esteem. Staff give children lots of praise and encouragement by awarding stickers for potty training. They interact in children's play with energy and enthusiasm. They run about in the garden chasing children, pretending to be a story character and great laughter is heard as children scream with excitement. They enjoy re-enacting a favourite story as staff use props to recreate the scene. The outdoor environment is very well resourced with areas for planting, investigating and exploring worms and insects. The covered area enables children to play outdoors in all weathers. However, staff do not maximise the use of the outdoor area as children are not given opportunities to move freely between indoors and outdoors, which restricts their continuous access.

Older children confidently use size and shape language, and this aspect of mathematics is well supported by staff during activities, for example, as they weigh the ingredients to make pastry for their jam tarts. They count the number of tarts on the tray and how many more they need to fill the tray. More able children confidently use the computer to work out simple mathematical problems and staff encourage them to use their fingers to count on. Children are acquiring independence skills for the future as they begin to dress and undress themselves when going out in the garden and putting on painting aprons. They are learning to take care of their environment, for instance, by helping to sweep up the rice, glitter and dough after making their Christmas tree decorations. Planning is being developed to follow the new areas of learning and encompass the children's individual interests. Staff record observations of children's achievements in their learning journals and use them to complete assessments of the children's progress. They communicate well with parents each day and share information about activities and individual children's progress. New developmental tracking of the children's development has begun; this ensures staff are clearly able to see how children are progressing and identify any gaps in their development.

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

Children enjoy their time at the nursery. They are happy, confident and demonstrate they feel safe and secure with staff. Older children show a developing confidence and independence, socialising well with each other, staff and visitors. Children confidently talk to the inspector, enquiring about her laptop and making cups of tea and food for her from the imaginative kitchen. Babies demonstrate a feeling of security with staff by cuddling in when they are tired, holding their arms out to be held and responding with smiles.

A wide range of toys and resources are available to support planning in all areas of learning. Good quality furniture is available in the baby room so that babies can sleep, eat and play comfortably. They move around the playroom, pulling themselves up on toys as they attempt to walk and explore the sensory experiences of textured fabric, lights and bottles containing different objects. Children have close relationships with their key person and other caring staff who nurture the children's emotional well-being so that they settle in well. Consequently, children happily separate from their parents and join in activities

without much fuss.

All children are developing their independence skills as they help themselves to toys and resources from low-level shelving, boxes and baskets. Children are well behaved and learn to cooperate successfully with each other, take turns and share. They show kindness towards one another. For example, as they wait patiently for their turn to make jam tarts, use the computer or share the popular pinball machine. Children are well nourished because they are provided with a good range of healthy foods at mealtimes. They have hearty appetites, choosing jacket potatoes, cheese and beans, and older children serve food for themselves. At snack time children enjoy a variety of fresh fruits and a choice of water or milk, and their water bottles are easily accessed throughout the day.

All necessary documentation is in place to promote children's well-being, such as accident and medicine administration records, and staff hold current paediatric first aid certificates. Good hygiene procedures are in place throughout the nursery. In the baby room, staff wear protective clothing to change nappies and minimise the possibility of cross-infection. Children understand about their own personal hygiene as they wash hands after using the toilet and before meals and look in the mirror to see if their face is clean after lunch. They know the importance of washing their hands and tell the inspector, 'germs make you poorly'. Children's understanding of safety is promoted through their daily routines. They learn how to use equipment safely, such as pastry cutters, and know why they must handle the jam jars carefully when making tarts. In addition, visits from the crossing patrol person to talk about road safety help children to understand how to keep themselves safe.

Children are well prepared for the next stage in their learning because practitioners provide appropriate support to prepare them for their transitions, both within the setting and on to other settings and school.

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

Safeguarding procedures are effective because staff are aware of the nursery's child protection policy and their responsibilities with regard to children's welfare. They know the signs and symptoms of abuse, as well as their individual duties to report any concerns, and have access to all relevant documents. Good recruitment procedures mean that all adults working with the children are suitable to do so and a record shows all checks undertaken. Staff prioritise children's safety and security and take action to eliminate possible hazards. They regularly risk assess the building, including the outdoor area, to ensure it is safe for children to use. Staff maintain an accurate record of everyone coming into contact with the children and all visitors are required to sign in and out using the visitors' book.

The management and staff team are passionate about what they do and are committed to developing the nursery by continuing to raise standards. They recognise the challenging changes that have taken place over the last few months with the loss of members of staff. They have maintained consistency for children by placing them with familiar key persons who know them well. Staff continually look for ways to drive improvement by changing

and adjusting the nursery rooms, equipment and service to meet the changing needs of children and their families. The management team regularly monitor staff performance and professional development through the observation of work practices and staff appraisals. Staff have good opportunities to build on their knowledge and skills by attending training courses including playwork, the revised Early Years Foundation Stage and child protection.

Parents are encouraged to share information about their child's routine, care and development when their child first start at the nursery and their views are listened to, respected and valued. In all rooms, staff record children's daily activities and routines, such as meals eaten, sleep and toileting, to share with parents. Parents are actively encouraged to view their child's learning journals, however, opportunities for them to make comments in children's development files are not fully explored and means engaging parents in their child's education at home is not always successful. Parents are positive about the care their children receive, having previously used the nursery for siblings. They say that staff are caring and children enjoy attending the nursery. Staff offer an inclusive environment where all children are respected and valued. Staff successfully develop partnerships with others and seek support from other professional, such as the early years development team and the local children's centre. The nursery has established positive links with local primary school. They invite teachers into the nursery to meet children and support successful transitions to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY418315
Local authority	Warwickshire
Inspection number	891301
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	21
Name of provider	Tommies Childcare Ltd
Date of previous inspection	02/06/2011
Telephone number	01926851888

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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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