

# I Can Day Nurseries

Kingsland Avenue, Chapelfields, Coventry, CV5 8EB

## Inspection date

Previous inspection date

03/12/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- The newly appointed manager has a very accurate understanding of the strengths within the provision and where they need to improve. Many improvements have been implemented in a short space of time. Therefore, there is good capacity to improve and improve outcomes for children and their families.
- The manager and senior staff are always readily available to support the staff who work directly with the children. They all work well as a team and clearly enjoy the time they spend with the children. The children are happy and have fun while at nursery.
- Children who are new or less settled are cared for by staff who are warm and sensitive to their individual needs. Staff suggest to parents how they can support their children as they adjust from spending time at home with their parents to time at nursery.
- Children of all ages have access to a good variety of activities which are both adult-led and child-initiated. Their learning is observed by their key person, who decides if they need further support or are ready to take their next step in their learning.

### It is not yet outstanding because

- Some parents are not regularly provided with information about their children's current stage of development and are not fully encouraged to contribute and share their observations of their children's learning at home.
- Some staff do not find out about words children may use at home when English is an additional language.

## 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 activities in all the playrooms and the outdoor area.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the day.
- The inspector conducted joint observations with the nursery manager.
- The inspector looked at children's 'learning journeys', the setting's action plan, self-evaluation document and a selection of policies, procedures and children's records.
- The inspector spoke with children's parents and grandparents throughout the inspection.

## Inspector

Hayley Lapworth

## Full Report

### Information about the setting

I Can Day Nursery is privately owned and opened in 2012. It operates from five rooms in a converted primary school and is situated in Chapelfields, Coventry. Rooms are dedicated to different-aged children. All facilities are on ground level. There are large fully enclosed outdoor play areas for each age group. The nursery serves the local and wider areas. All

children have access to an outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery opens each weekday throughout the year from 7.30am to 5.30pm for 51 weeks of the year, excluding Christmas and public holidays. There are currently 123 children on roll, all of whom are in the early years of age group. The nursery supports children who speak English as an additional language.

The nursery employs 25 childcare staff, most of whom hold appropriate early years qualifications at levels 3 and above. It 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:**

- develop further opportunities for parents to review their children's progress and contribute to their children's records
- ask parents to share words children use at home where English is an additional language.

### **Inspection judgements**

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

The staff team have a good understanding of the revised framework and the introduction of the progress check at aged two. They are aware of the summary details they need to provide to parents to inform the healthy child programme. Resources are well deployed throughout the playrooms and in the outdoor area. Low-level storage encourages children of all ages to self-select and make decisions for themselves. There is a good balance of both planned and spontaneous activities. Children have lots of opportunities to be involved in small and larger groups. They are encouraged to lead and initiate their own learning and access other activities which are adult-led. All of the prime and specific areas of learning are incorporated throughout the children's play and through the daily routine. At times the children access a free-flow environment from the indoors to the outdoor play areas.

All children have an individual 'learning journey' that is attractively presented and includes photographs of them experiencing a variety of activities. The staff undertake observations of the children's learning and then use this information to determine their current stage of development. They effectively identify if children need additional support or are ready to

move onto their next steps in their learning journey. Children's next steps are then used to inform future planning. Therefore, children's development is effectively monitored and they are making good progress.

The partnership with parents is effective. Parents are welcomed into the nursery during the settling-in process. Staff build relationships with children and their parents during this period, which enables them to find out information about children's personalities and interests, dietary needs and their overall development. Parents of young babies and toddlers are encouraged to share as much information as possible in relation to their child's individual routine. Consequently, this enables staff to deliver care tailored towards children's individual needs. Events are beginning to be organised to encourage parents to spend time in the nursery playing with their children and getting to know their friends. In some instances staff find out key words from parents that children use at home when they are learning English as an additional language. However, this is not effectively addressed throughout the nursery. Consequently, children's language development is not always fully supported.

Children have good opportunities to be creative and use a range of materials and resources. They happily paint pictures of their own choice and learn how to use glue to stick glitter on their pictures. Children are supported by staff to make Christmas cards for their parents. As they make these cards they talk to staff about writing a letter to Santa and the clothes that he wears. Staff take opportunities to further enhance children's learning by asking them questions that make them think. For example, they ask what kind of shape the bobble is on the top of Santa's hat. Further discussions help the children understand what clothes we need to wear in the snow to keep warm. All children's artwork clearly represents their own ideas. Therefore, they feel valued and are confident in expressing themselves.

Babies' communication and language development is fully supported by the staff. For example, they engage with them at their own level and use gestures, such as smiling. Staff sing and talk with them using lots of facial expressions and encourage them to make eye contact. Babies are encouraged to make sounds, babble and begin to talk as the staff respond to their early stages of communication.

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

The staff are warm and caring and show empathy to children who have difficulties in settling into nursery. Settling-in arrangements are agreed with parents, taking into account the best interests of the child. Staff are creative and make suggestions to parents that may help them to settle their child. For example, they suggest that parents give their child an item of their clothing, such as a cardigan or a scarf, to keep with them whilst they are separated. Children are then encouraged to use the clothing as a comforter if they become upset. As a result, the children feel secure and begin to settle into their new environment.

Children's continuity of care is maximised as there is an effective key person system in place. All children share secure relationships with their key person, who knows them well.

As a result, they are confident and enjoy trying new experiences. For example, babies enjoy playing with dinosaurs in foam and older children enjoy pouring glitter from containers into bowls. All children have opportunities for quiet and relaxed times throughout the day. For example, they regularly can be seen in cosy areas looking at books with their peers or listening to a story read to them by a member of staff. They also have access to audio equipment to listen to their favourite stories. The children enjoy talking with the staff over lunch and as they play. This genuinely warm, responsive interaction raises children's confidence and contributes to their overall development. Transitional arrangements as children move through to new rooms and onto school support the children's individual needs. Safety is given a high priority and the use of safety equipment and risk assessments ensures children can explore and investigate their surroundings safely. Children are learning how to keep themselves safe through reminders they receive from staff. For example, they are reminded how to sit on the chairs so that they do not fall off and hurt themselves.

The children's behaviour is good and they are increasingly learning the difference between right and wrong. Their self-esteem is effectively promoted as staff help them to behave well by explaining the consequences of undesirable behaviour. For example, staff explain to them that if they run indoors they might bump into one another and cause an accident. Children receive a lot of praise from staff regardless of how big or small their achievements may be. For example, children are praised for attempting to use equipment they are less familiar with, such as a scooter, and babies are praised for waving to their friends.

Children are encouraged to develop a healthy lifestyle. They have many opportunities to play in a well-resourced outdoor area as well as a very large playground. Children enjoy playing with balls, riding on trikes or simply running around in great amounts of free space. Meals and snacks are all prepared on site and they effectively consider children's nutritional needs. Children thoroughly enjoy their food and regularly ask for more. Drinks are easily accessible which means that older children can meet their own bodies needs when they feel thirsty.

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

There is good capacity for improvement as the manager is fully committed to ensuring the nursery provides high quality childcare. She accurately identifies the strengths within the provision, for example, the staff's individual skills and abilities in specific areas, and uses these accordingly. She is also fully aware of where the provision needs to improve, for example, by more regularly sharing information with the parents about their children's progress. The manager has taken into account the views of the staff and parents, and she welcomes support from local early years advisors. She uses tools, such as the early years rating scale, to improve and enhance staff practice. The majority of staff hold a childcare qualification and they further increase in their professional development by attending short courses. Almost all staff have recently attended a course on safeguarding children and many have a certificate in first aid, all of which positively impact on the service that is provided. All staff work well as part of a team and those who work directly with the

children feel supported and valued by senior members.

On a daily basis staff share information about the children's overall care and the activities the children have been involved in. Parents of babies are provided with a written daily diary detailing what they have eaten and how long they have slept. This ensures a consistent approach towards their care. Organised parents evenings give parents the opportunity to find out about their children's progress. However, more frequent arrangements to share the children's current stage of development and their next steps in their learning are not fully in place. Parents are also not always fully encouraged to share their observations of their children's learning at home. Therefore, support of children's progress is not always maximised to enable them to reach their full potential. Parents speak positively about most aspects of the provision. They share that they 'love the size of the rooms and there is a solid routine' and that their children 'are very attached to their key person which is testament due to the time, effort and care invested by them'. They also share that 'it is reassuring to leave my child with staff who genuinely care'. Parents also state they would like more regular information about their children's development. Management and staff fully understand safeguarding requirements. Information on the Local Safeguarding Children Board procedures is easily accessible and the written safeguarding policy contains all of the required information. A range of other policies and information for parents is attractively displayed in the large entrance room. Therefore, parents can easily access information about the service as and when required. A record of all staff criminal record checks is maintained. Designated staff have responsibility for checking the environment on a daily basis to make sure all areas used by the children are safe.

Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals. Consequently, children with special educational needs and/or disabilities are fully included. Partnerships with other providers have been developed, ensuring continuity for children who attend more than one provision.

### 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

<b>Unique reference number</b>	EY450205
<b>Local authority</b>	Coventry
<b>Inspection number</b>	804403
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	156
<b>Number of children on roll</b>	123
<b>Name of provider</b>	The Charterland Academy Limited
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

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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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