

Hope Nursery (Coventry)

Hope Nursery, Sparkbrook Street, Hillfields, Coventry, CV1 5LB

Inspection date	11/12/2012
Previous inspection date	09/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- There is an effective key person and buddy system in place that ensures children are well supported when they are new to the setting or when their key person is absent.
- Staff work with small groups of children to help them develop their language skills, including recognising similarities in sounds. Consequently, they learn new vocabulary and gain confidence in working with others.
- Partnerships with parents are well established. Staff regularly talk with parents to ensure they are fully aware of their children's individual needs.
- Children's behaviour is good and they are continually learning right from wrong. This is because staff consistently ensure they follow their procedures for handling children's behaviour.

It is not yet outstanding because

- Children are not effectively supported to develop their skills in becoming independent at snack time because they are not encouraged to prepare their own snacks.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in three playrooms and the outdoor area.
- The inspector spoke with the manager and staff at appropriate times throughout the day.
- The inspector conducted joint observations with the nursery manager.
- The inspector looked at records of children's learning, the self-evaluation document and a selection of policies, procedures and children's records.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Hope Nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the central area of Coventry, West Midlands. The nursery serves the local area and is accessible to all children. It operates from one large playroom and two smaller rooms and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except for public holidays and one week at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery also operates a holiday play scheme for children aged five to eight years. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

The nursery employs 17 members of child care staff, all of whom hold appropriate early years qualifications from levels two to four.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their independence, particularly at snack times, by providing age appropriate cutlery to enable them to prepare and serve their own fruit.

Inspection judgements

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

Children are keen to engage in play on arrival, they settle quickly into the nursery's warm and friendly atmosphere. They make many choices for themselves about what they would like to do and happily move from one activity to another. There is a good balance of adult-led and child-initiated activities for children of all ages and this supports their learning and development well. Staff who care for the babies understand that babies learn best through relating, communicating and engaging with others. Older children are invited to participate in many first-hand experiences. These include planting vegetable seeds in compost and baking courgette muffins. Activities and play opportunities are planned according to the children's current interests as the staff know the children well. They observe them as they play and make assessments of their current stage of development, identifying where they may need additional support. As a result children are making good progress in all areas of their development.

Staff working with the toddlers are actively involved in their play, building on the children's skills and effectively provoking their thinking and extending their learning. For example, staff acknowledge and respond to the children's gestures and sounds and encourage them to sing along to songs such as 'Twinkle, twinkle, little star'. They also provide props for the children to use, such as a star to hold up in the air. Children delight in listening to, and

moving their bodies to, familiar songs and rhymes. Staff introduce new vocabulary to aid language development through reading stories that the children choose. In addition, they use a number of techniques and ideas to support children's language development through the 'Every Child a Talker' programme. Children are encouraged through games to talk to adults and to one another whilst learning new sounds and vocabulary. The nursery environment and displays are rich with language and children are encouraged to communicate throughout their play and in daily routines. Therefore, their skills in language and communication are effectively enhanced.

Parents are encouraged to support their children's learning at home. For example, staff provide parents with songs and rhymes to sing with their children at home. Staff talk to parents every day, sharing information about the activities children have been involved in and keeping them updated with changes in their children's development. For example, parents are made aware that their children's records of learning are available at any time for them to see.

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

Children who are new to the setting or less confident in their surroundings are effectively supported by their key person. For example, they are comforted if they are upset on arrival. There is also a key person buddy system in place where another member of staff who is familiar to the child steps in to cover absences. This ensures that children are content and comfortable in their surroundings. Settling-in periods are adapted to support individual children and this supports them in transitions between home and nursery well. Time is spent with parents at the onset of care to find out about children's individual needs and routines. Staff know the children's likes and dislikes and respond swiftly to their needs. For example, they see the signs of young children becoming less settled or tired and offer them their comforters that they bring in from home, such as a dummy or a cuddly blanket. Staff share warm relationships with the children, they communicate with them at their level and show affection throughout the day. Some children enjoy being cuddled and comforted by a member of staff when they are tired. Successful handover systems within the nursery ensure children are introduced to their new key person and spend time visiting their new room which enables them to build close relationships.

Children are encouraged to develop a healthy lifestyle. They spend time in the fresh air every day and learn about why exercise is good for them. For example, staff encourage them to notice a change in their heart rate after exercise. Meals are freshly prepared on site by staff who effectively consider young children's nutritional needs. These meals are enjoyed by all children and they readily tuck into food such as jacket potatoes, cheese and beans. For desert they enjoy fromage frais and at snack times a good range of fresh fruit.

Children's behaviour is good. Staff help to raise their confidence and self-esteem as they take many opportunities to praise them. For example, they receive warm praise from the staff for participating in group time. They are also praised for demonstrating good manners and for hanging up their aprons when they have finished with them. Children make friends with one another and enjoy spending time with their peers. They are encouraged to share, be kind and show respect for one another. For example, staff

intervene and help them to take turns when they squabble over the most popular toys.

Children's physical development is effectively promoted. They spend time playing on equipment outdoors on a daily basis. Older children thoroughly enjoy riding bikes and younger children laugh out loud when staff whizz them around the playground in cars. This helps them develop their skills in manoeuvring and steering around objects. Children are learning to become independent in some areas. They are encouraged to learn about their own self-care and they serve their own food at lunch time. However, at snack time their skills in using tools and becoming independent are not always encouraged. For example, they have limited opportunities to prepare and serve fruit using appropriate equipment.

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

The management team use tools such as the local authority rating scale to monitor resources and staff practice in order to improve the provision for all children. Regular supervision and appraisal helps staff to recognise their own strengths and areas for improvement. A variety of ways to engage parents in self-evaluation have been developed. This includes the use of a questionnaire to gather parents views about the service. The management and staff team have a positive attitude towards inclusion and are committed to treating children and their families with equal concern.

Staff access regular training and have a good understanding of their responsibilities with regard to the safeguarding and welfare requirements. Children's safety is assured because staff complete daily safety checks and risk assessments to ensure the areas they use are safe. Recruitment and vetting procedures are thorough and all staff complete appropriate checking procedures. Staff and students who are awaiting clearance are fully supervised at all times. All of the staff who are employed to work directly with the children are qualified and their knowledge and understanding helps them to implement effective learning. This positively impacts upon the service they provide. Students are highly valued and supported by the staff team. Induction sessions thoroughly cover their duties and many other aspects, such as how to safeguard children. Therefore they are clear about their role and the procedures they must follow.

The management team are continually looking at ways to further involve parents in their children's learning. For example, they are introducing opportunities at the start of each session for parents and key workers to look at the children's learning together. Parents are very happy with the service they receive. They feel their children are treated as individuals by staff who 'show genuine love for them'. They also appreciate that 'children's learning is creatively delivered', helping them to make progress. Secure arrangements have been established to work alongside other professionals. Therefore children with special educational needs and/or disabilities can be fully included in the life of the setting. Partnerships with other providers, where children attend more than one setting, are developed as and when the need arises. This ensures consistency in both their education and care.

The Childcare Register

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

The requirements for the voluntary 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	EY394274
Local authority	Coventry
Inspection number	821878
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	45
Name of provider	Hope Nursery (Coventry) Ltd
Date of previous inspection	09/11/2009
Telephone number	02476 238323

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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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