

Coventry University Nursery

Alma Buildings, Alma Street, Coventry, CV1 5QA

Inspection date

17/01/2013

Previous inspection date

14/06/2011

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 enjoy making decisions about the environment they wish to play in. They freely move from indoors to outside and are supported by practitioners, who enhance their development as they encourage them to explore.
- Young children are cared for by a team of practitioners, who clearly enjoy their role. They show warmth towards them and are sensitive towards their needs. Therefore, they form strong attachments.
- Children have access to a broad range of activities, which are both adult-led and child-initiated. Their individual next steps in their learning are successfully identified and included in the future planning, ensuring that they make solid progress.
- The management team are readily available and very supportive towards the practitioners, who work directly with the children. They observe their practice and guide them through any areas that they may need to improve.

It is not yet outstanding because

- At times, children are not effectively supported to develop their skills in becoming independent, because they are not encouraged to pour their own drinks or serve their own food.
- Words that represent children's home language are not displayed within their base rooms, which does not ensure that all opportunities are maximised to help children and parents to feel valued or involved.

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, the staff room and the outdoor area.
- The inspector spoke with the manager, her deputy and practitioners at appropriate times throughout the day.
- The inspector conducted joint observations with the nursery manager.
- The inspector looked at children's learning journeys, self-evaluation document and a selection of policies, procedures and children's records.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Coventry University Nursery was registered in 1997 and is owned and managed by the university. The nursery provides childcare for parents, who are employed, or in education, at the university and serves the local and surrounding areas. Priority for places is given to students and university staff. It operates from separate premises within the university

campus and there is a fully enclosed area available for outdoor play. There is easy access to the front entrance, suitable for wheelchairs.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They are open Monday to Friday from 8am to 6pm, for 51 weeks of the year, closing for Christmas and public holidays. The nursery opens each weekday throughout the year, from 8am to 6pm. There are currently 42 children on roll, all of whom are in the early years of age group. The nursery supports children, who have English as an additional language.

The nursery employs 14 childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. 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:

- extend opportunities for children to develop independence skills, particularly at lunch time, by encouraging them to serve their own food and pour their own drinks
- display words from different home languages and invite parents and other adults to contribute, so that all children and their families feel valued and included.

Inspection judgements

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

The manager and her deputy are regularly involved in providing hands-on care to the children. They value their staff and are very supportive towards each member of the team. Management and practitioners demonstrate good knowledge of the revised framework Statutory Framework for the Early Years Foundation Stage. They are aware of their responsibilities in providing a written summary for parents to inform the 'Healthy Child Programme'. Each child is assigned a key person, who is responsible for monitoring their progress. Their key person undertakes planned and spontaneous observations of the children's learning. They effectively assess their stage of development, identifying their next steps in their learning or areas where they may need additional support. Parents are encouraged to be fully involved in their children's learning. For example, practitioners talk with them as they collect their children and share their written observations with them. In addition, parents are asked to contribute towards their children's learning journals by sharing their observations of their child's learning at home. This shared approach ensures that children are making good progress.

Indoor and outside space is effectively organised ensuring that all ages of children have access to activities, which support the seven areas of learning. Low-level storage encourages children to select resources for themselves. In preparation for lunch, children are presented with individual tasks to help lay the table. For example, they are asked to count how many chairs they need, lay the cutlery on the tables and carry the jugs of water. Therefore, children gain skills in becoming independent. However, on occasion, not all opportunities to promote their independence are fully utilised. For example, at times, children are not encouraged to serve their own food or pour their own drinks at lunch time.

Practitioners introduce new vocabulary to support language development through regularly reading stories to the children. Books are easily accessible throughout the nursery and are very well used. Practitioners also use a number of techniques and ideas to support children's language development through the 'Every Child a Talker' programme. They spend time in quieter areas with their small key groups concentrating on specific areas, such as listening skills. For example, practitioners ask children to listen to audio sounds of animals and select the animal that they think they can hear from a selection of picture cards. Therefore, their skills in language and communication are effectively enhanced.

Children are beginning to learn about the wider world. They participate in cultural celebrations and play with toys that depict positive images of race, culture and disability. Children listen to music from around the world. Also parents are invited into the nursery to share their home language with the children. Therefore, language diversity is embraced and children begin to understand about differences in people in our society. Practitioners also encourage children to use their home language in their play. However, they do not display words around the children's playrooms in languages other than English. Consequently, this does not help to fully ensure that all children, their parents and other visitors to the nursery feel valued and included.

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

Children's continuity of care is fully assured as there is an effective key person system in place. Babies and toddlers form secure attachments as they share warm relationships with their key person. As a result, they are settled and happily explore their immediate environment. Small group activities support children in developing relationships with their peers and practitioners involved in their care. Secure transitional arrangements are in place to support children as they move through to other rooms in the nursery and onto school. For example, alongside their key person, they visit their 'new rooms'. They are encouraged to form new friendships and get to know the staff. Older children are involved in activities and discussions about 'going to big school'. This interaction raises children's confidence and contributes to their overall well-being. Staff welcome children and their parents into the nursery as they arrive. There are effective settling-in procedures, which help children to separate from their parents. For example, staff obtain relevant information about children's likes, preferences, routines and overall development during short visits. Consequently, children feel safe and secure in the nursery.

Children's behaviour is good throughout the nursery. They are encouraged to learn right from wrong through discussions, which they have with practitioners. For example, they discuss how to share and how to be kind and considerate to their friends. Children feel good about themselves as all practitioners take opportunities to offer them praise, regardless of how big or small their achievement may be. For example, they are praised for sitting on the potty and for waiting while dinner is being served.

Healthy lifestyles are promoted. A free-flow environment is accessible for long periods throughout the day and many children take full advantage of this. For example, pre-school children, who are playing indoors, discuss carrying on their game and meeting up outside. Therefore, they enjoy playing together in both areas and benefit from being in the fresh air. The nursery is well ventilated and practitioners promote good personal hygiene through consistent routines. For example, older children understand that they need to wash their hands immediately after using the toilet and babies learn how to use a face cloth. Therefore, this practice helps to prevent the spread of germs. Children are provided with hot meals, which are transported over from the university. Meals effectively consider young children's nutritional needs and are thoroughly enjoyed by them. For example, they readily tuck into roast chicken, potatoes, carrots and peas. A typical tea-time snack consists of crackers and cheese and fresh fruit.

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

Managers and practitioners fully understand their responsibilities in meeting safeguarding requirements. They know about different types of abuse, the signs and symptoms and who to contact if they have a concern about a child in their care. Information about the Coventry Safeguarding Children Board procedures is easily accessible and the written safeguarding policy contains all of the required information. This policy and a range of others, including the use of mobile telephones and cameras, are included in the policy folder, which is easily accessible to parents. Recruitment and selection procedures are clear and staff are not allowed unsupervised access to children until all checks are completed. Appropriate checks are undertaken and records of all those working directly with the children are maintained. Designated staff have responsibility for checking the environment on a daily basis to make sure that all areas used by the children are safe. Risk assessments are in place and many steps have been taken to minimise potential risks to children. For example, children are discouraged from climbing on the low-level window sills. Also practitioners and children regularly tidy away toys to prevent tripping hazards. Space requirements are met and registers and observations show that the nursery operates within required staff to child ratios. Therefore, children's safety is assured.

There is good capacity for improvement. Through staff meetings, management lead the staff team to identify what they do well and where they need to improve. Management have used the Ofsted self-evaluation form, taking into account the views of the practitioners and parents. This document is regularly reviewed and updated to reflect current practice. Management also use recommendations suggested by local childcare advisors and have addressed a number of areas for improvement. For example, following

advice, they installed low-level sinks in the children's base rooms, which enhances hygiene routines.

Inclusion is fully promoted. Managers and practitioners have a positive attitude towards treating the children and their families with equal concern. There are clear strategies in readiness for supporting children with special needs and/or disabilities. Practitioners discuss that they monitor any concerns, which they may have and seek professional support as and when required. Therefore, children's individual needs are being met. Partnerships with other providers are not currently applicable but staff discuss that they have experience of ensuring continuity for children. Arrangements are in place to ensure that the nursery special educational needs coordinators, child protection leaders and behaviour management specialists receive appropriate training and keep their knowledge and practice current. Therefore, children's welfare is enhanced and all of them can be fully supported.

Good partnership with parents has been developed. On a daily basis, practitioners share information with parents about the children's care and the activities, which their children have been involved in. Parents state that they are very happy with the service, which they receive. They feel that their children are 'treated with a great deal of care and concern'. They share that they are 'well informed about the progress their children make and are encouraged to share what they see their children are doing at home'.

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	511628
Local authority	Coventry
Inspection number	896939
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	42
Name of provider	Coventry University
Date of previous inspection	14/06/2011
Telephone number	02476887305

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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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