

# I Can Day Nurseries

Kingsland Avenue, Chapelfields, Coventry, CV5 8EB

<b>Inspection date</b>	20/03/2013
Previous inspection date	03/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The senior staff team are very involved in providing hands-on care to the children. They support room based staff and work very well together as a team. All staff feel very supported by the manager.
- Children form trusting relationships with staff and other children. This helps them to settle well. They demonstrate high levels of confidence and relate well to visitors.
- The majority of staff hold a childcare qualification and they have good knowledge and understanding of child development. Activities are fun and well planned, taking into account children's interests and preferred learning environments.
- There is strong capacity for continuous improvement. The manager swiftly responds to all recommendations raised by Ofsted and she accurately identifies how the nursery can develop further. This ensures positive outcomes for children and their families.

### It is not yet outstanding because

- There is room to extend opportunities for younger children to speak and become fully involved in conversations with adults as they play together.
- Words that represent children's home language are not displayed within their base rooms, therefore, not all parents and children are fully included.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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's deputy manager.
- The inspector looked at the setting's self-evaluation document, a selection of policies, procedures and children's records.
- The inspector spoke with children's parents throughout the inspection.

## **Inspector**

Hayley Lapworth

## Full Report

### Information about the setting

I Can Day Nurseries is privately owned and registered in 2012. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from six rooms in a converted primary school and is situated in Chapelfields, Coventry. Rooms are dedicated to different ages of children. All facilities are on ground floor 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 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 135 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 and those with special needs and/or disabilities. The nursery employs 28 childcare staff, most of whom hold appropriate early years qualifications at level 2 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:

- extend opportunities for younger children to speak more during activities, in order to become fully engaged in conversations with adults
- display words from different home languages and invite parents and other adults to contribute, so that all children and their families feel fully included.

## Inspection judgements

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

Staff are familiar with the Statutory Framework for the Early Years Foundation Stage and the progress check at age two years. They are aware of the written information, which they need to provide for parents to inform the Healthy Child Programme. All children engage in a stimulating range of activities that enable them to make good progress in their learning and development. Staff have a good understanding of children's preferred learning environments and so, therefore, plan many experiences outdoors, which is a particular favourite. Staff have a strong understanding of the seven areas of learning and plan their activities to incorporate experiences across all areas. Each child has a key person, who is responsible for monitoring their progress. Their key person makes observations of the children's learning and assesses their stage of development. This

information is then effectively used to plan for their next stages in their learning and development. Children are also encouraged to lead their own learning. For example, children create games, such as 'catching the burglar and fixing up the house' as they play imaginatively. Staff effectively ensure that children benefit from activities, which take into account their individual interests and recent experiences. For example, staff set up a car wash under a gazebo with child-sized cars, sponges and soapy water. These activities thoroughly engage the children and lead them into detailed conversations about when they went to the 'drive through car wash with daddy'. The older and more able children ooze with confidence and articulately converse with staff, who show a genuine interest in what they have to say. Children's learning is extended further as staff ask them interesting questions that make them think. For example, they ask the children 'how do you know when the wheels have been cleaned'? Therefore, they are thinking about how things work and readily share their own experiences. These developing skills help to prepare children in readiness for school.

Children's personal and social development is effectively enhanced. Babies are warmly supported by staff and invited to participate in new experiences. For example, they are introduced to painting activities. Staff fully understand their natural curiosities and encourage them to fully explore the bristles on the paint brush. Older children participate in small group times with their key person, who monitors their engagement. They ensure that all children have opportunities to speak and they help the more confident children to learn to be patient and listen to others. Therefore, older children are learning to speak out in small groups, listen when others speak and relate to adults and other children of a similar age. However, at other times, opportunities to encourage younger children to speak during planned activities are not fully maximised. Therefore, they are not always consistently and successfully engaging in conversations with adults to help support their language development.

Babies through to pre-school children regularly make choices for themselves about what they would like to do. They choose between sand and water play, looking after the nursery's rabbits and looking at books with a member of staff. In addition, all ages of children regularly make choices about where they would like to play. This is encouraged as the nursery effectively promotes a free-flow environment between indoor and outside spaces. Children are beginning to learn about the natural and wider world. They participate in interesting activities, such as creating a wormery, so that they can observe different life forms. Children listen to music from around the world. Also, parents are encouraged to share words, which their children use at home. Children are then encouraged to use their home language in their play and learning and welcome posters reflect many languages. Therefore, language diversity is being embraced in some areas. However, the staff do not display words around the children's playrooms in languages other than English. Consequently, not all parents and their children are fully valued and included.

Secure arrangements are in place to encourage parents to share information about their child when they first attend. Also, on an ongoing basis through a variety of methods, they are encouraged to share their observations of their children's learning at home. This may be verbally on arrival or collection or by making written notes to inform the children's learning records. Staff provide parents with a wealth of information about their children's

current stage of development and how they can support them to develop further at home. For example, information is shared at organised progress meetings, by verbal discussion and through the newly introduced system via email. Parents are also effectively helped to become familiar with the Early Statutory Framework for the Early Years Foundation Stage. For example, during initial visits, staff refer to this guidance and information booklets, explaining the seven areas of learning are provided. Consequently, parents are kept fully informed.

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

Children's behaviour is good. This is achieved in part because they are regularly engaged in a range of stimulating experiences. Staff successfully ensure that the children are aware of the boundaries and the consequences of their actions. For example, they explain to younger children that 'if you climb on the furniture, you will fall off and hurt yourself'. They also explain to older children that 'if you ride your bikes in opposite directions around the track, you will crash into one another'. Therefore, children are learning the difference between right and wrong and how to keep themselves safe.

All parents, visitors and children are warmly welcomed into the nursery by the friendly staff team. They take time to give all families individual attention and encourage them to talk about the children's general well-being. Therefore, this promotes consistency in the care of the children. Children, who are less settled or new to the nursery are supported by familiar staff in a sensitive manner. Consequently, children are helped to separate from their parents and engage in the activities that are on offer. Good settling-in procedures ensure that staff obtain relevant information about parents' wishes, children's preferences and their routines, during short visits. This information is then reviewed on a regular basis to ensure that all details are up to date. Parents of babies are also encouraged to regularly communicate their babies' needs through daily diaries. Consequently, the children's needs and parents' wishes can be continually met. Effective transitional arrangements fully support the children as they move on to other providers or school. For example, in preparation for moving onto school, reception teachers are invited into the nursery to meet the children in familiar surroundings. Therefore, children are at ease in building new relationships that support them through to the next stage in their lives. With parental consent, staff share their knowledge and records of the children's overall development and care needs. This practice successfully promotes consistency for the children.

Children learn good personal hygiene through consistent routines and positive role modelling by staff. For example, they are encouraged and supported in washing their hands prior to eating food. Older children participate in activities that help them to extend their understanding of personal care and the importance of exercise, through 'happy body, happy me' week. For example, parents are encouraged to bring in children's own bikes and scooters on 'wheelie Wednesdays'. Children truly relish this experience and play for extended periods in the huge outdoor area. As a result, they are leading a healthy lifestyle and enhancing their physical skills while having fun.

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

There is strong capacity for improvement as the management team are committed to ensuring that the nursery provides high quality childcare. They accurately identify the strengths within the nursery. For example, they identify that they have a consistent staff team, many of whom are qualified and continue to gain additional higher qualifications and this impacts positively on the quality of the service. They are also aware of where they need to improve. Management staff recently identified that opportunities for all children to play outdoors in a variety of weathers could improve. They have very recently erected shelters over parts of the outdoor area. Consequently, all children can play outdoors in the rain and are protected from the sun's harmful rays. The management team successfully take into account the views of the staff, parents and the older children. In addition, they act on recommendations made by their local early years advisors. They also use tools, such as the early years rating scale, to improve and enhance staff practice. Recommendations raised at the last inspection have been enthusiastically addressed. This has positively contributed towards more regularly sharing information with parents about their children's development and supporting those with English as an additional language. The secure monitoring of the educational programmes ensures that the staff team are confident in delivering a broad range of experiences, which help children to make good progress.

Team work is highly emphasised in this nursery, management and senior staff support those working directly with the children. Staff are encouraged to develop their skills and feel very supported by management. They all fully understand their responsibilities with regard to safeguarding requirements. Staff attend training to keep their knowledge up to date and discussions about protecting children regularly feature as an agenda item in staff meetings. In addition, the manager monitors staffs' understanding by randomly asking them questions and discussing child protection matters in their individual appraisal meetings. Information on the Local Safeguarding Children Board procedures is easily accessible and the written safeguarding policy contains all of the required information. This policy and a range of other policies and information for parents are easily accessible. All adults working directly with the children complete appropriate checks and they are never left alone with children if checks are incomplete. Checks are also completed for adults, who regularly work on the premises, for example, the cook and the caretaker. A record of all staff Disclosure and Barring Service Checks is maintained. Designated staff have responsibility for checking the environment on a daily basis prior to the arrival of the children to make sure that all areas they use are safe. In addition, children's safety is assured throughout the day as staff follow the nursery's procedures. For example, they make sure that all visitors are monitored and recorded in the visitors' log. Therefore, children are fully safeguarded.

Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals. Consequently, children with special educational needs and/or disabilities and those, who speak English as an additional language are included in the life of the setting. Staff monitor children's involvement and adapt activities to ensure that all children can fully participate. Therefore, all children's needs are effectively met. On a daily basis, staff share information with parents about the children's overall care and the activities they have been involved in. Regular communication through a variety of methods helps them to support their children's learning at home. Parents speak positively about

many aspects of the nursery. They share that they 'really appreciate the amount of information being shared in relation to their children's learning, especially the recently introduced system for electronic mail'. They also share their 'children love coming, especially when they can bring their own bikes' and 'the baby room is always very clean and the children's key workers are lovely'.

### **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 action. 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>	908459
<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>	135
<b>Name of provider</b>	The Charterland Academy Limited
<b>Date of previous inspection</b>	03/12/2012
<b>Telephone number</b>	02476 672552

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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, which are usually the childminder's 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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