

Shapes Day Nursery Limited

8 Coventry Road, Bulkington, BEDWORTH, Warwickshire, CV12 9ND

Inspection date

Previous inspection date

07/05/2013

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

- Children are happy and settled and make choices about their play from a good range of age-appropriate toys and resources which are effectively organised. As consequence, children make good progress in their learning and development.
- Babies and children are prepared well for the next stage in their learning. This is because staff provide good support to get them ready for the transitions, both within the setting and on to other settings and school. This ensures children continue to feel safe and secure.
- Children's understanding of how to keep healthy and stay safe is promoted well through daily routines and activities. They use an attractive and well-resourced outdoor area and are provided with plenty of fresh air and robust physical exercise. Staff gently remind them how to use the equipment safely.
- Staff work in close partnership with parents and other professionals involved in children's care and learning. As a result, every child is supported well. This helps them settle and feel secure.

It is not yet outstanding because

- There is capacity to provide more opportunities for children to see their names in print around the setting.
- There is scope to enhance children's independence and self-care skills during meal times.

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 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 inside and outdoors and chatted with children during their play.
- The inspector held discussions with the provider and talked with staff.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's learning journey records, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.

Inspector

Karen Cooper

Full Report

Information about the setting

Shapes Day Nursery Limited registered in 2012 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is privately owned and operates from converted premises in the Bulkington area of Bedworth. The nursery serves the local area and surrounding areas. It operates from three rooms and there is a fully enclosed area available for outside play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 30 children on roll, all of whom are in the early years age group. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, two hold level 2 and one is working towards a recognised early years qualification.

What the setting needs to do to improve further

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

- enhance opportunities for children to see their names in print, for instance, using name labels on water bottles, coat pegs and displays

- involve children further in the preparation of food and provide opportunities for them to serve themselves to support their independence skills.

Inspection judgements

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

Babies and older children are keen to participate in the activities and have access to a variety of age-appropriate toys and resources. As result, they make good progress in their learning and development. Staff give high priority to supporting children's communication and language skills. For example, they constantly ask open-ended questions to encourage children to think and develop their vocabulary. For instance, they introduce new words, such as 'metamorphosis' and 'frog spawn'. This helps support children's communication and language development. Children use a variety of books which are attractively displayed in all base rooms to entice them to use these. Pre-school children and toddlers love to listen to familiar stories, and staff are skilled at encouraging them to become involved during story time. For example, they use props and puppets to engage children. This helps to sustain their interest and attention and support children's learning and enjoyment. Staff encourage children to understand what an author and illustrator is, and

regular trips to the local library enhance their love of books. Toddlers particularly enjoy looking at photograph albums. They confidently point out their family members and peers. Staff use these opportunities to recall past events and talk with the children about what they see and how they feel. This helps children to feel special and valued, and supports their personal, social and emotional development.

Babies and older children are encouraged to develop their simple writing skills. For instance, babies enjoy painting and toddlers have great fun sitting in the large sand pit and using their fingers to make marks. Pre-school children enjoy making patterns with cornflour, chalk, water and shaving foam. They attempt to copy their names and often practise drawing over printed letters in their home work books. This involves parents in their children's learning at home. However, there is scope to provide more opportunities for children to see their names in print around the setting in order to support their early literacy skills, for example, on displays, children's water bottles and coat pegs.

Children are surrounded by rich use of mathematical language and staff regularly question children using words such as 'full' and 'empty'. Children show increasing skill in recognising and using number to support their play. For example, they match and recognise numbers during floor games, such as dominoes. Children enthusiastically participate in familiar number rhymes and most can count confidently.

Babies and toddlers are provided with a variety of sensory experiences that encourage their natural instinct to investigate and explore. They enjoy experimenting with an assortment of natural and made materials, such as pines cones, sponges, bubble wrap, foil and cardboard tubes. Babies particularly enjoy posting objects using recycle boxes and they use a range of resources, such as sensory bottles and treasure baskets filled with different textures and sounds. Pre-school children have great fun looking for insects in the outdoor area. They know how to use a magnifying glass and show their excitement at finding a spider. Lots of opportunities are provided for children to increase their understanding of how things work. For instance, children use a large interactive white board on a regular basis. As a result, they are becoming competent at navigating the cursor around the screen and gain a good understanding of technology. These opportunities help children develop useful skills for their future learning.

Children learn to tend seeds that they have planted, such as spring flowers and lettuces. They talk about the life cycle of a frog and a caterpillar. This helps promote their understanding of the natural world they live in. They care for the setting's pet chickens and are helped to consider and value each other's differences. Children have ample opportunities to increase their knowledge of the wider world through a range of resources, play opportunities and planned activities which reflect diversity and acknowledge cultural differences.

Children enjoy expressing their creativity and use their imagination during role play and craft activities, such as, baking, printing, painting, modelling and collage. Some of their artwork is attractively displayed around the setting. This provides children with a sense of belonging. Children use an attractive and well-resourced outdoor area and are provided with plenty of fresh air and robust physical exercise. As a result, children show that they are gaining many skills in preparation for the next stage in their learning, such as starting

school.

There are rigorous systems to observe, assess and monitor each child's development. Staff carry out observations across all areas of learning as children play. They identify children's individual next steps, which are used to plan future activities. This ensures children's emerging needs are followed up swiftly. Staff are fully aware of the progress check for children aged two, and the need to share this with parents so that individual needs are effectively supported.

Parents are informed about their children's learning through daily discussions, regular meetings and the sharing of learning journey records. In addition, staff obtain useful information from parents about each child's individual needs and starting points during settling-in times. They encourage parents to share achievements obtained at home, and actively use this information in planning further activities for the children. This means that children's progress is effectively shared with parents and they are able to contribute to their children's learning.

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

Children are happy and settled. They feel emotionally secure in the care of their key persons as a result of the support and affection they give them. Staff lead by example and are good role models of positive behaviour. They regularly praise children and offer stickers as a means of reward for good efforts and achievements. Children are encouraged to share, take turns and use their manners. This helps them to learn about expected behaviour and promotes their self-esteem.

Children confidently move around the setting and make independent choices about their play. Toys and resources are effectively organised to create a stimulating and welcoming, home-from-home environment which appeals to children. This helps play an active role in children's learning. Effective settling-in procedures ensure that staff gather useful information from parents about their children. This enables them to get to know the children and their families from the onset. As a consequence, children settle well and make a seamless transition between home and the setting, and later between base rooms and other settings.

Staff are well deployed so children receive a good standard of care. They ensure ratios are met and provide a good level of support, enabling children to participate in the activities. Children are effectively organised into small groups with key persons. This promotes consistency and enables children to build secure and trusting relationships with staff. Babies are cared for by experienced staff who are attentive to their individual needs. Babies and toddlers are constantly monitored as they sleep. Their daily care routine is recorded in a diary and shared with parents at the end of the session to keep them fully informed. This ensures children's welfare is effectively promoted.

Staff promote children's health by recognising and reducing possible risks. They take steps to prevent the spread of infection by keeping the premises clean. They wear gloves and aprons when changing nappies, regularly sterilise feeding equipment and provide

individual bedding for babies and toddlers. Children are helped to understand that washing their hands before eating and after using the toilet helps keep them healthy. The risk of cross-infection is minimal because parents are informed that their child should not attend if they are not well. A list of infectious illnesses is displayed to ensure children's health is protected. Staff have attended first aid training and have appropriate permissions and records in place regarding the administration of medication. They keep records of all accidents in the setting and share these with parents. This ensures children's well-being is protected.

Children understand how to keep themselves safe. Staff remind them how to use outdoor play equipment safely. They talk to them about road safety when on visits to the local park, farm shop and library. Their understanding of safety is further promoted as they learn about fire safety. Staff practise the evacuation procedure with them to ensure that they know what to do in the event of an emergency.

Staff support children to develop a healthy lifestyle. Children are provided with a variety of nutritious snacks and freshly cooked meals which encourage them to eat healthily. A three-weekly menu is produced to give parents information about meal choices. All meals are prepared on the premises. However, there is scope to involve children more fully in the preparation of these so that their independence skills are further developed. For example, pre-school children have few opportunities to serve themselves, particularly at lunch time. Children enjoy the meatballs and pasta that they have for lunch and the selection of dried and fresh fruit provided for snack. Mealtimes are relaxed social occasions when the children and staff sit around the table to enjoy their food and each other's company. Staff are fully aware of each child's individual dietary needs and share these with the cook to ensure they are met. Children are learning about the benefits of exercise and have daily opportunities to engage in physical activities. This helps to support their overall health and physical well-being.

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

The management and staff have a good understanding of their safeguarding role and responsibilities. They are fully aware of the signs and symptoms of abuse and have devised a clearly written policy and procedure outlining the course of action they would take in the event of a concern. Robust vetting and recruitment systems ensure staff are suitable to work with the children. Staff have completed safeguarding training. They have a good awareness of security and carry out daily safety checks on the premises to ensure that they are safe and secure. Staff ensure children cannot leave the premises unsupervised and that there can be no unauthorised access to them. There are good arrangements for admitting visitors and there are clear procedures to ensure children are collected only by authorised people. For example, passwords are used when necessary for extra protection. This promotes children's safety.

The setting is effectively managed by the provider, who leads by example. As a consequence, the whole staff team share a passion to provide the best possible start for the children and their families. Management and staff work well together and this is

reflected in the happy atmosphere created for children. As a result, all staff are dedicated to meeting the needs of the children who attend.

Management regularly monitors the delivery of the educational programme and the setting's care practices. This helps to ensure that all staff are following the policies in practice and providing effective teaching to help children progress. All staff demonstrate a strong commitment to continuous improvement and regularly attend training to ensure their knowledge is updated. The setting uses self-evaluation to identify areas for improvement and clear action plans are in place to bring about continual development. For example, the provider intends to improve the outdoor area to enhance learning opportunities for children. In addition, staff use questionnaires to obtain parents' views to help fully develop the provision. This helps to further support long-term achievements and improve the quality of provision for all children.

Staff have established positive relationships with parents and an effective two-way flow of information keeps them informed of their child's progress and development. This ensures a strong link between home and the setting is maintained. Policies and procedures are frequently reviewed and shared with parents. Children's and staff's personal records are stored appropriately to ensure confidentiality is maintained. Staff recognise the importance of smooth transition arrangements for the children's next phase in their learning. They have established good links with the local nurseries, schools and children's centre to support continuity of care and learning for each child.

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 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

Unique reference number	EY451975
Local authority	Warwickshire
Inspection number	890102
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	30
Name of provider	Shapes Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	02476 318436

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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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