

Paradise Found Nursery

Ravens Way, Off Crowhill Road, Nuneaton, Warwickshire, CV11 6PJ

Inspection date

16/04/2013

Previous inspection date

29/01/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The staff's high quality teaching and planning ensure all children make excellent progress and securely develop the skills and attitudes needed for the next stage in their learning. Staff interact well with babies and children, and offer them a rich and varied curriculum which inspires them to be confident, purposeful and highly imaginative.
- Babies and children are nurtured and thrive in welcome surroundings. They develop strong attachments with attentive and caring staff, who expertly and sensitively develop each child's confidence, independence and strong sense of belonging.
- There are excellent relationships with parents and carers. Their views are highly valued, enabling them to fully contribute to their children's care, learning and development, and to influence the continuing improvement and development of the nursery's provision and facilities.
- The nursery provision is consistently of high quality because the provider and managers are focused and highly successful in driving sustained improvement. Monitoring and evaluation are precise and rigorous, taking full account of the views of staff, parents and children, and lead to well-targeted improvements, for instance, to facilities, the educational programme and information sharing.

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.

Inspection activities

- The inspector observed activities in the baby, nursery stars and nursery rooms and the outside learning areas.
- The inspector held meetings with the provider and two managers.
- The inspector spoke to children and staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of staff's suitability and qualifications.
- The inspector looked at a sample of other records and policies relating to children's welfare, health and safety.
- The inspector discussed the provider's self-evaluation form and other monitoring and evaluation procedures and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Rachel Wyatt

Full Report

Information about the setting

Paradise Found Nursery was registered in 1991 and is on the Early Years Register. It is situated in a two-storey building located next to a small shopping centre on a housing estate in the Crowhill area of Nuneaton, Warwickshire. It is privately owned. Children come from a wide catchment area as most of their parents live or travel into work in the area. Children are currently cared for in four base rooms. Three of these rooms are on the fully accessible ground floor. There are stairs to the two first floor areas where the pre-school, staff room, kitchen and a small dining area are located. There are several fully enclosed outdoor play areas.

The nursery employs 20 members of child care staff. Of these, one member of staff holds Qualified Teacher Status and 16 have early years qualifications to at least level 3. There are two staff with level 2 qualifications who are working towards a level 3 qualification. The nursery also employs a cook, cleaner and staff who help with gardening and maintenance.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, closing on Easter Monday, Christmas Day, Boxing Day and New Year's Day. There are currently 84 children on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already excellent learning environment for children aged under two, and the organisation of their exciting and stimulating activities before and after lunch.

Inspection judgements

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

Babies and children are enthusiastic and purposeful learners. They make very good progress and are successfully helped to develop the skills, confidence and attitudes they need for the next stage in their learning. All staff engage and support children's learning well. They enthusiastically join in activities and routines, fostering children's enjoyment and sustained involvement. Children develop the capacity to concentrate very well and to be focused on their chosen activity, relishing the involvement of a member of staff. For

example, during outside play there is a real buzz of purposeful activity, including some wide ranging and active 'pirate' role play. Those children and staff engaged in more sedentary activities, such as board games, mark-making activities and stories, remain totally focused and absorbed.

Babies and children experience a rich and varied curriculum that is precisely tailored to their interests, learning styles and developmental needs. Robust observation and assessment, and rigorous monitoring of children's progress, ensure staff know exactly how well children are developing and what to focus on next. During activities they skilfully follow up children's ideas and interests as well as supporting their individual learning needs. A fun painting activity enables a key person to focus on several two-year-olds' next steps. During the activity she skilfully fosters their positive relationships by encouraging children to share resources, take turns and chat to her and each other. She promotes their dexterity and coordination as they handle paintbrushes and make prints with their hands and different shapes. She fosters their greater independence by encouraging them to put on aprons by themselves, to find additional paper and other materials they need, and to wash their hands.

Parents make very positive contributions to their children's learning at the nursery and at home. Their views help staff to plan precisely for their child and to continually develop and improve the range of activities and resources for children, as a result of their feedback about the quality of the educational programme. Parents and carers are delighted with their children's progress and feel fully informed about their children's next steps. They enjoy discussing their children's achievements with staff and looking at their child's delightful learning journey. Highly effective assessment and strong links with other agencies enable staff to promptly identify and organise effective strategies and support for children, especially those who speak English as an additional language and those who have special educational needs and/or disabilities. Children's home languages are supported in the nursery, and staff are skilled and accurate at assessing all children's communication skills so they can promptly identify if a child needs additional support. Managers and staff also make adaptations to activities and the layout and organisation of nursery areas to cater for children's particular needs.

Babies and children are enthused by the wealth of interesting toys, equipment and resources. Outdoor areas are very well equipped and exciting places. There is plenty of space for them to be active and they relish climbing and balancing on different structures and using a selection of wheeled toys. Children investigate and explore a range of materials outside and indoors. They experiment with sand, water and soil, and find 'treasure' on the grass and in the soil. Children are highly imaginative. They act out different scenarios in spacious role play areas, and with the staff's enthusiastic and creative support, readily adapt outdoor equipment to cater for their ideas. As a result, the 'bridge' in the outdoor area is changed into a pirate ship with the addition of an impressive flag, a cover made from a blanket and a wheel made from hoops. Managers and staff have been reviewing and improving the organisation and layout of all nursery rooms. They recognise there is scope to further improve the excellent presentation and organisation of the youngest children's activities and learning areas over the lunchtime period.

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

Children are settled, happy and thriving. They form close attachments with staff, who are all very kind, attentive and nurturing. They ensure children are very well supported during their care, sleep and meal time routines. Their kind attention to babies and children, and reassuring feedback to parents, ensures everyone feels comfortable and emotionally secure. Children are also emotionally very well prepared for moving on to the next stage in their learning. Most children are familiar with different areas in the nursery because they play and socialise with others away from their base rooms. Whatever children's experiences, their transitions to another part of the nursery are carefully planned with their families and between key persons so they are well supported and soon settle.

Staff ensure children also develop the social and emotional skills needed for moving on to other settings and school. They consistently focus on fostering children's confidence and independence, including managing their personal care, toileting and hygiene. Children are also very well behaved. Staff prepare them for what is happening next so that children know what is expected of them. They get on well, form friendships and readily engage in cooperative play. They like to help, for example, tidying away toys and assisting staff to find resources or to dry wheeled toys before they use them.

High priority is given to keeping children safe and ensuring their surroundings are well maintained and secure. Robust risk assessment and checks ensure hazards are minimised. Staff carefully supervise children but without inhibiting their eagerness to explore and express themselves. Staff coach children so they understand how to behave safely and sensibly, for instance, when using scissors and physical play equipment.

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

A highly motivated and capable team of managers and staff ensure the smooth running of the nursery, excellent support for children and strong links with families, other agencies, schools and providers. Robust staff development, training and performance arrangements ensure that all staff have regular mentoring and guidance from managers. They skilfully motivate and support them in achieving high standards in their work with children and families.

There are exemplary arrangements for safeguarding babies and children, which include robust recruitment procedures. Managers and staff fully understand their role in protecting children from harm and take prompt action to address any concerns about a child's welfare. There are regular opportunities for all staff to access safeguarding training and to discuss individual concerns and best practice as a whole team and on an individual basis, for instance, during staff supervision. Thorough record keeping and comprehensive safeguarding policies and procedures guide managers and staff as they make prompt, appropriate decisions about accessing further support for, or making referrals regarding, vulnerable children and families. The nursery works successfully with other agencies, such as social care, health professionals, the children's centre and other providers, in order to support vulnerable families and also to disseminate best safeguarding practice.

The provider and senior managers are very focused and successful in driving and sustaining improvements to secure high quality nursery provision for all children and families. They have embedded consistent and rigorous monitoring and evaluation of all aspects of the nursery, leading to clear priorities for improvement identified in the nursery's action plan. The views of parents, children and staff are valued and make an important contribution to this process. Parents' surveys and suggestions give managers valuable insights into key issues for them. They are given positive feedback about how their ideas have influenced improvements, such as enhancing staff's interactions with children and the reorganisation of children's base rooms, toys and equipment. Children's ideas and interests are an integral part of their individual plans and of the staff's weekly planning and organisation of activities and resources.

The provider and managers also effectively sustain any improvements made in response to past actions and recommendations raised by Ofsted. For instance, strict security arrangements ensure children playing outside in areas next to the car park are kept safe. Past improvements made to address gaps in record keeping are now carefully maintained, ensuring comprehensive details are available regarding staff's qualifications and suitability, children's and staff's attendance, and any complaints.

There are excellent relationships with parents and carers, ensuring open and regular discussions with staff about their children's care, learning and development. The provider and managers have developed flexible information sharing arrangements. These keep parents fully up to date about life at the nursery. They include details of events and open evenings, and explain the nursery's priorities for improvement and how these are to be achieved. The nursery has very good links with local schools and other daycare providers. They work together to ensure smooth transitions for children moving on to full-time education and to ensure continuity where children attend more than one setting. The nursery also works very well with other agencies and providers to discuss and develop different aspects of good early years practice and to consolidate safeguarding procedures.

Support for children with special educational needs and/or disabilities is exemplary. Their needs are promptly and precisely assessed and planned for by their key persons. The nursery managers and staff confidently access additional support and advice for parents and children as a result of their very effective links with a range of agencies, including speech and language therapists and family support.

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	200706
Local authority	Warwickshire
Inspection number	908157
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	86
Name of provider	Jacqueline Clark
Date of previous inspection	29/01/2009
Telephone number	02476 642173

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

