

Flutterbies Childrens Centre

Flutterbies Childrens Centre, 50-52 Hen Lane, COVENTRY, CV6 4LB

Inspection date	23/04/2013
Previous inspection date	25/09/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The senior team are very involved in providing support to the staff who work directly with the children. All staff are encouraged to further develop their skills, through training and guidance provided by management and outside agencies.
- The majority of staff hold a childcare qualification and they have good knowledge and understanding of child development. Planned activities take into account children's interests and preferred learning environments.
- There is a generally strong capacity for continuous improvement. The management team swiftly responds to all recommendations raised by Ofsted and overall they accurately identify how the nursery can develop further. This ensures positive outcomes for children and their families.

It is not yet good because

- Children's safety is not fully assured as not all potential hazards have been minimised. This means they are not prevented from accessing broken glass in the garden storage shed windows.
- There is room to extend opportunities for pre-school children to use mathematical language in adult-led activities, in order to promote children's mathematical development more effectively.
- Children are not consistently helped to understand the consequences of their own behaviour. Therefore at times they do not consider the needs of themselves and others.

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 two indoor playrooms, the garden room and outdoor area.
- The inspector spoke with the senior team and staff at appropriate times throughout the day.
- The inspector conducted joint observations with the nursery managers.
- The inspector looked at a selection of policies, procedures and children's records.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Flutterbies Children's Centre was re-registered 2010 and is one of 11 settings which is privately owned and managed by Tommies Childcare Ltd. It operates from two main playrooms within a sole occupancy building in Holbrook's, Coventry. Children have access to an enclosed outdoor play area and a garden room. The nursery serves the local community and surrounding areas. The nursery has disabled access.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 74 children on roll, all of whom are within the early years age range. The nursery opens five days a week all year round, from 7.30am until 6pm. Children are able to attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities and those who speak English is an additional language.

The setting employs 14 members of childcare staff. The majority of staff hold early years qualifications ranging from level 2 to level 6. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take steps to make sure that all areas accessible to the children are safe, with specific reference to the glass windows in the shed used for storage in the outdoor play area.

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

- consistently explain to children consequences of their behaviour in order to keep themselves and others safe
- consistently model and encourage the use of mathematical language, such as 'big', 'small', 'same' and 'pair', in adult-led activities.

Inspection judgements

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

Children are provided with satisfactory challenges to help them make sound progress across the seven areas of learning. Their achievements are effectively monitored by their key person in individual learning journals. Parents are invited to look and contribute towards these records by sharing their observations of their children's learning at home. Written observations and assessments identify the children's latest interests and where they have made progress. Staff identify areas where children may need additional support and this information is generally effectively used to inform future planning. Staff communicate with parents and share their children's achievements on a daily basis. Parents are also invited to attend organised parents evenings to talk with their children's key person, which are held twice a year.

Staff caring for children with special educational needs know these children very well indeed. They ensure they are offered lots of one-to-one support and they are sensitive towards their individual needs. Children with English as an additional language have opportunities to use their home language during their play. They are cared for by staff who are keen to learn some words in the children's home language. Therefore, inclusion is sufficiently promoted. Children's personal, social and emotional skills are promoted as pre-school children have opportunities to work in small groups with a member of staff. Activities include the sorting of small and large coloured bears. They are also encouraged to work in two's with a partner, to find bears that are similar to those on a laminated card. Therefore, children are encouraged to build relationships with one another and work together. These developing skills help children's readiness for school. However, some adult led-activities do not consistently promote the use of mathematical language. For example, staff do not encourage children to use words such as 'size', 'big', 'small', 'pairs' or 'the same as'. Consequently, children do not make as much progress as they could in their mathematical development.

There is a real buzz of communication and singing throughout this nursery. Children happily sing as they play and staff take all opportunities to follow the children's eagerness to use their voices. For example, children begin to sing 'Five currant buns in the bakers shop' as they are discussing what resources they need to make cup-cakes. This singing session then extends to other songs initiated by the children. Staff support their learning by singing with them. They also encourage the children to use the dressing up resources, such as a builders hat, to represent a song about a builder. Children who attend this nursery also participate in 'National Book Week'. They are encouraged to dress up as their favourite book character, such as a princesses and super heroes. For the duration of the week an emphasis is placed upon looking at and enjoying books. Children bring in books from home and others are loaned from the local library. In addition, library assistants come into the nursery to read to the children and arrangements are made to invite parents and their children to become members of the library. As a result, children's language and literacy skills are enhanced.

Children have good opportunities to be physically active inside and outdoors. This is through activities, such as dancing to music and playing on a range of large equipment. As a result, their physical skills are developing well.

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

The atmosphere on arrival is warm and welcoming. Staff spend time talking with children and their parents about a variety of matters. Conversations range from children's birthday celebrations to how well they slept the previous evening. The nursery environment is bright and a wealth of information is attractively displayed. Therefore, parents and visitors are informed about the benefits of breast feeding, the seven areas of learning and the nursery's policies and procedures.

Overall good arrangements are in place to promote children's emotional security. Parents are asked to visit with their child before he or she attends the nursery. They are invited to spend as much time as they choose in the nursery and gradually withdraw when they feel their children are ready to be left in the care of the staff. Each child has a key person who spends time getting to know them and their parents. They gather information from their parents and this is included on their admission forms. Most children settle well on arrival and are keen to engage in the activities provided. Children and staff share generally warm relationships and children who are less settled are suitably supported by staff. All children are helped to build relationships with their peers through participating in small and large group activities. These developing skills successfully support children and prepare them as they move through to other rooms within the nursery and onto school.

Children's health is effectively enhanced as they regularly spend time playing outdoors in the fresh air. They are encouraged to exercise their bodies, through running, climbing and playing ball games. Children are supported in learning personal care skills. For example, staff supervise them and remind them about the importance of hygiene and especially hand-washing. Accidents to children are monitored and clear records are maintained. Children are also gaining a good understanding about foods that are good for them. For example, they participate in conversations that promote healthy eating, such as discussing how cheese and potato pie will help them to grow big and strong.

Overall children's behaviour is generally good. This is achieved because some staff make the children aware of the boundaries and the consequences of their actions. For example, they explain, 'If you do not hold on the rail to come down the staircase you might fall'. Therefore children are learning the difference between right and wrong and how to keep safe. However, this approach to handling children's behaviour is not always consistently applied throughout the nursery. Some staff simply tell the children 'no' when they present undesirable behaviour. For example, when pre-school children rock on two legs of their chairs and younger children put paint brushes into their mouths. As a result, children are not effectively helped to learn how to consider their own needs.

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

Children's safety is suitably protected by staff. However, this inspection took place following notification from the provider that a child left the nursery unsupervised. Ofsted was informed immediately of this incident. A full review of the security of the premises and safety policies and procedures has since been completed by management and staff. Secure arrangements are in place to monitor children's presence inside and outdoors, in

order to ensure staff know children's whereabouts at all times. Children are observed to be supervised at all times and their safety is fully addressed in most areas. Staff ensure that children are never left unsupervised with a person who has not been vetted. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are robust. Parents are made aware of the safeguarding policy the staff must follow in the event of a concern. Staff members' safeguarding knowledge is kept up-to-date through regular training and discussions in staff meetings. Most areas of the nursery are effectively risk assessed and potential hazards are minimised. However, the glass window pane in the storage shed in the outdoor play area poses a potential hazard to children. The glass is broken and has not been made safe or inaccessible to the children. Therefore children's safety whilst playing outdoors is compromised.

Good partnerships with other providers have been established to fully promote children's care and learning. Good arrangements are in place to share information with parents. For example, staff spend time communicating with parents as they collect their children to go home and inform them of any accidents involving their children. They discuss the children's overall care and what the children have had to eat. Parents speak very highly about the service they receive. Information taken from thank you cards, discussion with parents and parent questionnaires, state their children are very happy coming to this nursery. They especially appreciate the secure relationships their children share with their key person. They also welcome the information they receive about their children's development.

There is generally good capacity for future improvement. The staff team are familiar with the Statutory Framework for the Early Years Foundation Stage and the educational programmes are effectively monitored. In order to ensure children make progress, the activities are evaluated and improvements have been made since the last inspection. This has had a positive impact on the children's learning and the use of children's home language in their play. Management are aware of the nursery's strengths and effectively identify areas for improvement. The suitable monitoring of the educational programmes ensures the staff team are confident in delivering experiences that help children make sound progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the premises used for the purpose of childcare are safe and suitable (Compulsory part of the Childcare Register).

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	EY418306
Local authority	Coventry
Inspection number	909273
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	74
Name of provider	Tommies Childcare Ltd
Date of previous inspection	25/09/2012
Telephone number	02476 638 700

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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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