

Flutterbies Chapelfields

112 Oldfield Road, Coventry, CV5 8FW

Inspection date

21/05/2013

Previous inspection date

16/03/2011

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

- Children enjoy healthy meals and snacks which are freshly prepared on site. This helps children to learn how to make healthy choices in relation to food and develop their understanding of the importance of having a well-balanced diet.
- Children's physical development is promoted well. They climb large equipment and manoeuvre wheeled toys around the garden. Consequently, they get plenty of fresh air and exercise.
- The warm and welcoming environment helps children to feel settled, and the effective key person system means children form strong attachments so their emotional needs are well met.

It is not yet good because

- Staff do not always make best use of their observations to identify children's next steps or prioritise their learning. Consequently, children are not fully challenged in their learning and do not always make best progress.
- Communication links the local schools that children will attend are not well established to ensure a smooth transition and a common approach to supporting children's progress.
- Children do not always have sufficient time in which to complete their chosen activity, before being asked to tidy up. Consequently, this prevents them from becoming fully engrossed in their play and fully exploring their own learning experiences.

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 held a meeting with the area co-ordinator and the manager of the nursery and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector
Hazel White

Full Report

Information about the setting

Flutterbies Chapelfields is one of several privately owned settings. It was registered in 2010. The nursery operates on two floors of a converted house which is situated in Coventry. There is no lift access to the first floor. There is an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday from 7.30am to 6pm, all year round, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 43 children on roll, all are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs nine staff, of these six hold appropriate early years qualifications, the manager at level 4, and four staff at level 3. One is working towards level 3. The nursery 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:

- use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

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

- make sure that daily routines do not interrupt children's play, allowing them sufficient time to complete their chosen activity
- strengthen partnership working by ensuring there are robust communication links with the local schools children will attend, so that they are best prepared for their transitions and next stage in their learning.

Inspection judgements

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

Staff have a sound understanding of how young children learn. They gather general information about children's needs from parents during their settling-in periods. This helps

to provide the basis for establishing children's starting points. Key staff know their children well and undertake observations of them to assess how they are developing. However, they do not always make best use of these observations to identify children's next steps or prioritise their learning. Consequently, children are not fully challenged in their learning and do not always make best progress in readiness for school. Staff have a suitable knowledge and understanding of the progress check at age two, to identify any additional support that might be needed. Parents are provided with a summary of their child's development to further support learning at home. In addition, they are able to view their child's 'Learning Journal' at any time and add their comments. Therefore, parents are kept fully informed and are effectively involved in their child's learning.

The quality of teaching is satisfactory. Children show enjoyment in their play and the activities they access. For example, they, match pictures cards and make patterns on shape boards, therefore, developing an understanding of early mathematics. However, at times they do not have sufficient time in which to complete their chosen activity, before being moved on to prepare for their snack or lunch. For example, children's enjoyment of a book is halted because they are sent to wash their hands without being able to listen to the end of the story. Consequently, this prevents them from becoming fully engrossed in their play and fully exploring their own learning experiences.

Staff talk to children, commenting on what they are doing and generally ask questions to encourage their critical thinking and exploration. For example, during group time children learn about the seasons. They are asked to think about what sort of things they do during the summer. Children eagerly respond, telling staff about their holidays, playing in the park and wearing their sun hats. This activity promotes children's communication skills, confidence and enables them to recall and reflect on past events. Children have free access to a suitable range of books, which they enjoy looking at together or alone. They ask staff to read their favourite stories and join in with familiar text and rhymes. The outdoor area has various displays of signs and labels, such as road signs. This appropriately supports children's early literacy skills and develops their understanding that words carry meaning.

Some children competently use the computer, selecting the programme they want to use by skilfully using the mouse. Older children use the key board to type the letters of their first name. Acquisition of such skills helps to prepare children for the next stage of their learning and moving onto school. Younger children enjoy playing with electronic activity toys. Staff demonstrate how to make the lights flash and music play, by pressing buttons, shapes and figures. Consequently, young children are learning how to investigate.

Children have regular access to the outdoor play area. Although the layout of the building is not conducive in allowing all children to freely move between the indoor and outdoor environment, positive steps are taken so that children can access this area on a daily basis. Children confidently manoeuvre wheeled toys and climb equipment. As a result, they develop good physical skills and form a positive attitude towards being active. Young children have good opportunities to develop their physical skills as they use low-level equipment to pull up themselves up to a standing position.

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

Children are happy and confident in the caring environment. Their emotional development is effectively promoted as they develop secure, trusting relationships with the staff. For example, babies are cuddled closely when they are tired or upset and this ensures their emotional needs are met. Relevant information is gathered from parents when children first start at the nursery. This is achieved through settling-in visits and discussions. Parents are given the option of completing an 'all about me' document. Consequently, children's likes, needs and routines are known which results in a smooth transition between home and the nursery. Staff are deployed effectively to ensure children receive appropriate attention and support. Suitable arrangements are in place to support children as they move up through the nursery. For example, they visit their new rooms, spending time getting to know their new key person and the children. This helps to ensure that children feel safe and secure.

Children are beginning to learn about their own safety through gentle reminders. For example, children learn, under supervision, to use scissors correctly and to be mindful of who is around them when they ride wheeled toys, to prevent bumping into one another. Children are becoming independent as they are encouraged to manage their personal care, set tables at lunchtime and dress themselves for outdoor play. This helps to prepare them in developing some of the skills they will need later on, particularly when transferring to school. Children behave well because staff act as a positive role model, promoting children's good behaviour and manners. They help children learn the difference between right from wrong. Consequently, they play cooperatively together and learn to take turns. Children receive praise for their efforts and achievements. As a result, they show high self-esteem.

Children are provided with healthy snacks and meals which are freshly prepared by an on site cook. She takes into account the children's dietary needs and preferences. Discussions with staff help children to have a growing awareness of foods which are healthy and those that should be eaten in moderation. Mealtimes are social occasions, whereby children sit and chat to their friends. Children are developing a suitable understanding of their care needs as they follow daily routines and are encouraged by the staff to be independent, for example wiping their own nose and putting the tissue in the bin. Outdoor play is offered every day to all children. Therefore, children get plenty of fresh air and their physical development is effectively promoted.

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

The manager and staff team are clear about their roles in meeting the safeguarding and welfare requirements so that children are kept safe. All staff have a clear understanding of safeguarding procedures and have attended in-house training to refresh their knowledge and skills. Recruitment procedures are robust enough to ensure that all staff are suitable to work with children. All new staff and students receive an induction hand book that clearly informs them of their specific roles and responsibilities. The deputy manager mentors students and liaises well with tutors. This ensures good sharing of information

and that any practice issues are discussed and resolved swiftly. Students are not included in ratios or left unsupervised. Risk assessments are conducted and reviewed on all aspects of the provision. Daily health and safety checks are also carried out before the children arrive for their session to ensure that everything remains safe.

The manager is newly appointed and developing a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She is responsible for the day-to-day running of the nursery and the delivery of the educational programme. Staff receive good support from the local authority and the manager is keen to improve practice. For example, she has ensured that all staff have their own copy of Development Matters in the Early Years Foundation Stage guidance so that any gaps in children's learning are noted in order to act promptly. In addition, she has helped staff to understand how to complete the progress check at age two with parents, to review children's progress and how the summary can be shared with other professionals. However, systems of monitoring the educational programmes are not yet well established enough to identify weaknesses in practice and in staff's use of observation and assessment. Consequently, children are not consistently making best possible progress in all areas of learning in relation to their starting points and capabilities. Self-evaluation has enabled the management team to set appropriate targets to improve learning opportunities for children. For example, information technology resources have been added to, such as, a light box, camera and talking tins. This has enabled children to extend their learning in this area and develop useful skills for the future. The majority of the staff team hold appropriate early years qualifications. Staff meetings are held regularly to discuss practice and professional development for staff is supported through annual appraisals.

Partnerships with parent's are open and friendly, and parents comment positively on the friendliness of staff and the range of activities available to their children. Staff talk with parents daily, on arrival and departure, so that they are well-informed about their child's day. In addition, they receive and informative daily diaries and are encouraged to view their children's learning journal so that they can discuss their progress in readiness for their move to school. Staff understand the advantage of liaising with other professionals involved in the children's care to help them make best progress. However, they are not always proactive in taking the initiative to share information with local schools that children will attend, to best prepare them for their transitions and next stage in their learning.

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

Unique reference number	EY418314
Local authority	Coventry
Inspection number	917074
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	43
Name of provider	Tommies Childcare Ltd
Date of previous inspection	16/03/2011
Telephone number	02476679038

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

