

Hinckley Road Nursery

Dorchester Way, Coventry, Warwickshire, CV2 2NB

Inspection date	12/06/2013
Previous inspection date	21/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 provider monitors the educational programmes for the prime and specific areas of learning with full effect. Staff use their extensive knowledge and skills to ensure that every child participates in purposeful play and exploration, and is consistently challenged to reach the next stage in their development.
- Staff create a stimulating learning environment, both indoors and outdoors. They are constantly enthusiastic and children are consistently motivated due to staffs' high expectations. The choice of activities and resources is excellent.
- The partnerships with parents and other early years providers are highly effective. Staff ensure that parents are actively involved in their children's learning and development. Staff work effectively with external agencies or services to ensure a child gets the support he or she needs.
- Staff comprehensively identify and successfully minimises potential risks. Their excellent knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that children in their care are fully safeguarded. Children's good health is exceptionally well protected.
- Children's social and emotional needs are met exceptionally well by staff. This is initially addressed with a well-planned settling-in procedure. Relationships are excellent and this fosters a sense of belonging and ensures that children are confident learners.
- Staff continually support children's language development with full effect. Children speak with confidence and staff encourage them to think and extend their vocabulary because they ask open-ended questions that have different possible answers.

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 inside the nursery and in the outdoor learning environment.
- The inspector held meetings with the provider/manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the provider/manager
- 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.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full Report

Information about the setting

Hinckley Road Nursery was registered in 2007. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery operates from a purpose built unit within the grounds of Pearl Hyde Primary School in Wyken, Coventry. The nursery is accessible to all children, and there is a fully enclosed area available for outdoor play. The school field is also used for outdoor activities. The nursery is open term-time only, Monday to Friday from 8.30am until 3.30pm. Children are able to attend for a variety of sessions.

There are currently 59 children on roll and all are in the early years age group. Children attend from the age of two years. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A team of six staff, including the provider/manager, work directly with the children. Of these, five hold early years qualifications at level 3. The provider holds an early years qualification at level 6 and Early Years Professional Status. The nursery holds Pre-School Learning Alliance membership.

What the setting needs to do to improve further

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

- consider asking more open-ended questions within the parents' questionnaire so that a more considered response is provided by parents to aid staff in planning for further improvement.

Inspection judgements

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

Staff have an excellent knowledge and understanding of how children develop and learn. They support children exceptionally well and children are making outstanding progress. Superior observation and assessment of children leads to planning for learning that is tailored to individual needs and interests. Children are challenged with full effect to ensure that they reach the next steps in their learning. Staff create a stimulating learning environment indoors and in the outdoor play area, and they continually enthuse and engage children. Staff support children exceptionally well so that they develop skills in readiness for nursery class and school. Children consistently participate in purposeful play

and exploration. Communication with parents is excellent with regard to obtaining information during induction on what their child already knows and can do. Parents are fully involved as partners in their child's learning because there are regular opportunities to share information and plan for children's learning in nursery and at home. Working in partnership with other early years providers is effective in order to ensure consistency of care and learning.

Children move freely between indoor and outdoor play space and confidently choose from an excellent variety of activities and resources that are safe and meet their development needs exceptionally well. Staff consistently offer excellent support and they inspire children to get involved and learn because of their own constant enthusiasm. Children are invited to join staff members for stories and singing, and during these small group times staff promote language development and mathematics skilfully and ensure that all in the group are fully engaged. For example, children listen intently and enthusiastically mimic a staff member as she tells a story with great expression about frogs and birds. At the end of the story she talks with children about the story and asks open-ended questions, giving children plenty of time to think and respond. Children ask to sing 'Five little ducks' and 'Five little monkeys'. Counting with one-to-one correspondence is practised as children count using their fingers and they also gain an awareness of calculation because they tell staff how many remain when one is taken away on each of the verses. They sing 'Incey, wincey spider' and older more able children talk about how to spell 'spider'. After the session their learning is promoted with full effect as staff support them in using their phonetic knowledge and help them to find letters on an alphabet poster so that they can then write the word. A small group of older, more able children enthusiastically take part in 'read, write, ink' which is a programme for children who present with the ability to recognise and work with phonics. Staff have completed training in this programme which enables them to support able children in the correct technique used by local schools to teach reading and writing.

Children's physical development is promoted with full effect by staff. They develop confidence and skills because they have access to challenging large physical play equipment, and manipulative skills are practised with use of a full range of safe small tools and toys. Children are inspired by staff to write for a variety of different purposes, in the playroom and the outdoor play area. All children label their art work with their own name and they write their names on a large piece of paper as they leave the playroom to play outside. A group of children choose to collect a clip board, paper and pencil and they draw and write about interesting things that they find in the outdoor area. Opportunities for children to explore and investigate are excellent. The outdoor area includes a Forest School environment where children are able to make dens, practise balancing skills as they step on logs, and explore mud in the 'mud kitchen'. Their mathematical knowledge is supported extremely well in the mud kitchen, for example, staff encourage them to talk about small and large containers and to recognise full and empty, as they pour the mud mixture from one container to another. Children build with large blocks in the outdoor area, they take measurements and they make comparisons with their own height. In the playroom children talk about the size and colour of bricks as they place them on balancing scales. Staff offer excellent support because they encourage children to count and compare amounts and sizes in order to make the scales balance. Staff constantly promote children's speaking skills and children who speak English as an additional language are

encouraged to use their home language as well as learn to speak English.

Children carefully handle the nursery's pets. These include small 'hoppers' and staff explain to children that they are beginning to turn into locusts. To inspire and extend children's learning staff explain that the hoppers lose their legs and develop wings and they show children how this is happening with use of a microscope and a projected image on a wall mounted screen. Children talk excitedly about how big the eye is, notice its long legs and see the wings developing. They move on to compare finger prints and a staff member asks if children can remember what 'unique' means. More able children confidently respond and say, 'it's what makes us different to everybody else'.

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

Children's personal, social and emotional development is promoted excellently by staff. They support children with full effect in the transition from home to the nursery, settling in children in a manner sensitive to their different needs and those of parents. The interaction between staff and children is constantly outstanding. Children are settled, happy and confident and staff are fully aware of and address their different emotional needs. All children receive excellent care and support. Children's self-esteem is given a high priority and so staff praise and encourage their achievements and positive behaviour. Children behave well and demonstrate an awareness of rules, such as not taking table top toys into the comfy quiet area. The play environment is rich in print and labels include reminders in words and numerals of how many children are allowed to play with some activities, for example, four are allowed in the tent at any one time. Children readily share and take turns and they know that time is limited when they use the computer because a large egg timer is used to determine the length of their turn.

Children are well prepared for the next stage of their learning and transitions to other settings and school. Communication with reception class teachers in the school is very good and children visit in the term before they leave the nursery. Teachers from the school and other local schools are invited to visit children in the nursery. Excellent organisation of resources encourages children's independence as they are able to choose and select resources for themselves. Superior practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs. A current focus is for children to gain an understanding of being 'unique' and this is supported effectively as they look at books together that reflect diversity and talk about themselves and their families.

Staff support children well in understanding the importance of a healthy diet and managing their own hygiene and personal needs. An extremely high priority is given to providing healthy snacks. Parents provide a packed lunch for their child and, in order to promote healthy eating, staff talk with children about the healthy food in their boxes, which they are asked to eat first. Children are developing an ability to attend to their self-care needs and they learn how to keep themselves safe. For example, they learn how to protect themselves in an emergency situation because the evacuation procedure is

regularly practised. Children's well-being is protected exceptionally well by staff, and parents are provided with clear information on staff practice in policies on safety, illness and accidents. Children's physical development is given a very high priority. They enjoy activities equally in playrooms and outdoors and they confidently ask staff to organise physical activities, such as parachute games. They develop skills and the confidence to manage risks when using challenging, large physical play equipment.

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

Staff create a superior welcoming, stimulating, safe and healthy play environment. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. A comprehensive risk assessment ensures that potential hazards have been identified and thoroughly addressed. Staff are fully aware of their responsibilities to protect children from abuse and neglect. Procedures for recruitment, selection and induction are robust and vetting procedures for staff are comprehensive. Parents are aware of a clear safeguarding procedure and the Coventry Safeguarding Children Board procedures. The provider ensures that all staff members' child protection knowledge is kept up-to-date.

The provider and staff members use their experience and skills effectively to continually monitor the educational programmes successfully. Consequently, they ensure that children's care and learning needs are fully addressed. Staff are highly successful in ensuring that all children make as much progress as they can in relation to their starting points. The provider and staff continually review and seek to improve practice to ensure the best possible quality of care and education for children. A clear and comprehensive self-evaluation of the setting is carried out to analyse the impact of practice and target areas for positive change. There is an exceptionally strong drive to continually improve, which is evident throughout the nursery. For example, a current priority for improvement is to extend the period of time that a new staff member 'shadows' an experienced key person from one week to six weeks. This will ensure that staff are even better prepared for their responsibilities to ensure that children in their group are fully supported in their care and learning. The nursery is linked to a local authority quality assurance scheme and staff seek and welcome the opinions of parents and other professionals, including the area Special Educational Needs Co-ordinator, to ensure that high standards are maintained. Procedures for monitoring staff, supervision meetings and appraisal are fully embedded. In 2012 the nursery achieved Coventry Healthy Early Years Award for their commitment to children's and parents' health and well-being. The choice of resources is extensive and toys are chosen for their quality and durability, as well as to meet children's needs exceptionally well at their different stages of development. Records, policies and procedures required for safe and efficient management of the nursery and to ensure that the needs of all children are met, are maintained and implemented to a very high standard.

The information obtained from parents on their child's individual care and learning is outstanding and communication between staff and parents is superior. This ensures that they work exceptionally well together to meet all children's different needs. The provider seeks and welcomes parents views on the provision through the implementation of a questionnaire. However, the questions asked require only a tick in a box to identify the quality of the provision and so some opportunities are overlooked to obtain a more considered opinion from parents on the service provided. Staff ensure that links with other early years providers are strong in order to ensure a fully cohesive approach to each child's care and learning. Policies and procedures fully support the safe and efficient management of the provision and parents are aware of them.

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	EY357664
Local authority	Coventry
Inspection number	903305
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	59
Name of provider	Lorraine Marie Weaver-Ennis
Date of previous inspection	21/06/2011
Telephone number	0247 6618453

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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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