

St Mary's Day Nursery

365 Bell Green Road, COVENTRY, CV6 7HD

Inspection date

30/05/2013

Previous inspection date

17/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The warm and welcoming environment helps children to feel settled. Children form strong attachments with their key person and as a result they grow in confidence and their well-being is effectively promoted.
- Staff undertake thorough observations, which are reflected in the planning to meet the unique needs of every child. This helps to ensure that all children make good progress in their learning and development from their starting point.
- Children are given clear guidance about sharing resources and being kind to others. This effectively promotes their personal, social and emotional development and helps to develop positive relationships.
- There are strong partnerships with parents. Key persons share information about their children's progress in a variety of ways. Consequently children receive consistency and continuity in their learning and development.

It is not yet outstanding because

- There is scope to further enhance opportunities for children to make choices. Although children use a wide selection of resources, some are not as easily accessible.
- There are fewer opportunities for more able children to play with large equipment in the garden in order to fully extend their climbing and balancing skills.

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 held a meeting with the provider and the manager of the nursery and spoke to staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the 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

St Mary's Nursery registered in 2007 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted detached house in the Bell Green area of Coventry. Children are cared for in four base rooms. All children share access to an enclosed outdoor play area.

The nursery is open each week day from 8am until 6pm all year round with the exception of bank holidays and a week over the Christmas period. Children attend for a variety of sessions. There are currently 57 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

There are 11 staff employed to work directly with the children. Two members of staff have a degree in Early Years and Childhood Studies. All others hold appropriate early years qualifications at level 2 or above. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- strengthen opportunities for children to make choices about their play. For example, by making better use for photographs so that children can see all of the resources that are available to them
- extend the range of large play equipment in the outdoor area to enrich opportunities for more able children to take part in play that further promotes their skills in physical development. For example, boxes, ladders, A-frames and barrels.

Inspection judgements

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

Children enjoy their time, and are happy and settled in this friendly nursery. They are effectively supported in their learning by staff who understand how to plan activities using the children's interests. Staff make good use of their observations to identify children's individual next steps in their learning and plan activities to achieve this. Children's learning journeys include observations, photographs and examples of the children's artwork. These

show that children make good progress in their learning and development in readiness for school.

Parents are involved in all aspects of their children's learning. They complete 'All about me' documents, which help staff to identify children's starting points on entry. Parents contribute to their child's assessment to share what they have observed their child can do at home and are also provided with a well-written summary of the progress check at age two. Consequently these child development records enable parents to further support learning at home and to identify any additional support that might be needed to help children make best progress.

The quality of teaching is good. Staff provide challenge for the children, whilst ensuring they are successful and this helps children to feel motivated. They talk to children, commenting on what they are doing and ask questions to encourage their critical thinking and exploration. A child playing with dinosaurs is fascinated to learn that they have individual names, such as 'stegosaurus' and are not all called dinosaurs. Staff skilfully add resources to activities to further extend children's learning. For example, a child using pencil crayons creates a dog by drawing around various blocks that are added to the activity. They count how many legs the dog has, name the shapes they use, and discuss which are 'biggest' and 'smallest'. As a result, children become confident communicators and are developing a good understanding of number, shape and measure.

Babies develop their language skills repeating vocabulary introduced by staff, such as 'swirly' as they make circular patterns in the sand. They delight in participating in songs and rhymes, joining in and clapping along to the music. Consequently, babies develop their personal, social and emotional skills whilst having fun. Children's early writing skills are developing well and evidence of this is displayed around the room. Children are encouraged to label their own work and practise developing writing skills in a variety of situations indoors and outside. They develop an understanding that print carries meaning as they access a variety of books throughout the day and younger children seek attention from staff to read their favourite books to them. Pre-school children are issued with a 'book bag' which contains three story books. These are taken home so that parents can also support their children's early literacy skills. Children make marks with pens, pencils and felt-tips and some older children are able to clearly write the letters of their names. Consequently, children develop good skills for their future learning.

Children have regular access to the outdoor play area. Although the building is not conducive in allowing all children to have free flow to this area, positive steps and effective planning means that children can access this area on a daily basis. Young children have good opportunities to develop their physical skills as they use low-level equipment to pull themselves up to a standing position. They learn to carefully climb the steps of the slide with support and 'scoot' around on wheeled toys. However, balancing and climbing equipment for more able children is less available. This means that there are fewer opportunities to fully challenge and extend the physical skills of more able children.

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

Children across the nursery form secure emotional attachments because they are all allocated a key person. They show a strong sense of belonging and settle well because staff have a good knowledge of their individual likes, needs and routines. Settling-in sessions are negotiated and planned with parents and are reflective of the individual needs of children. In addition, transitions within the nursery are effectively managed and the established relationships with the local schools help to ensure consistency of care. Children are relaxed and confident in the nurturing environment. They are developing good levels of self-esteem because staff are attentive and value their contributions. Children are learning about sharing and turn-taking as staff skilfully intervene to help them resolve their difficulties when it comes to sharing popular resources.

Children are becoming increasingly independent as they manage their personal care, serve themselves at meal times and dress themselves for outdoor play. The learning environment is generally well organised with some low storage units in each area. Children confidently investigate the contents of the toy boxes within their reach and pre-school children move freely between rooms. Some resources are shared throughout the nursery to maximise their use and give all children a wide range of learning experiences. However, these are not as easily accessible. This means that children cannot consistently make choices about their play.

Children are active and have access to fresh air daily as they enjoy the outside environment. They are learning about keeping themselves safe. For example, pre-school children learn how to use the stairs safely, carefully holding on to the banister to prevent them from falling. All children participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency.

The nursery staff work exceptionally well to achieve a local authority healthy setting award. This is recognition of their commitment to health promotion, enabling children to grow up making better and informed choices about their health. Children are well-nourished because they are provided with a good range of nutritious foods and a choice of fruits and vegetables. Meal times are social occasions as the children sit chatting to their friends, eating freshly prepared meals and snacks. All children learn sensible hygiene routines because staff act as good role models, washing their own hands. Toilet facilities have been well thought-out so children can access the easy-to-use taps and paper towels. Staff work closely with parents and other professionals to ensure any additional or medical needs are met. Comprehensive records are kept of any accidents or medication and all staff have a valid paediatric first aid certificate. As a result, they can deal with emergencies effectively. Staff are clear about children's allergies or food preferences, which ensure children's needs, are met and respected.

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

Children's welfare is effectively promoted as staff's knowledge and understanding of safeguarding is secure. There are rigorous procedures for recruiting staff and a thorough induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Safeguarding procedures are good and all staff have

attended a safeguarding course. As a result, they are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Risk assessments are carried out on a regular basis and staff are well deployed to ensure that children are kept safe. Documentation for the safe and effective management of the nursery is regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted.

The management team regularly monitors and observes staff practice to help ensure that their skills are evolving and improving. Annual appraisals and regular supervision sessions enable the manager and staff to discuss areas for further improvement and how these will be achieved. Staff training is identified to enable staff to develop professionally to enhance their knowledge and skills. This also ensures that staff support children's learning and development effectively. Staff are committed to providing good quality care and learning for children and have clear methods of monitoring children's progress. Systems for self-evaluation highlight the nursery's strengths and clear action plans are used to prioritise areas for development. The management team put action plans in place to outline responsibilities and timescales. This ensures that each target they have identified is met, enhancing the provision for children. For example, key persons reviewed planning to ensure that their children's interests are effectively included. Staff are committed to ongoing improvement. They feel valued and their achievements are celebrated, which means staff morale is high.

Secure partnerships are established with other professionals and agencies to fully support children and help them reach their full potential. Staff liaise effectively with other early years providers to share information in order to promote children's learning, development and welfare. Parents speak highly of the nursery and how staff take time to share information and keep them updated. Their views are valued and taken into account when reviewing practice. Following parents' comments the provider introduced additional ways of sharing progress records, such as via email. This helps parents to be fully involved with their children's learning and well-being.

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	EY365814
Local authority	Coventry
Inspection number	917389
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	57
Name of provider	Kawal Aujla
Date of previous inspection	17/03/2011
Telephone number	024 76688450

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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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Piccadilly Gate
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