

Tommies - Coundon

1 Westhill Road, Coundon, COVENTRY, CV6 2AD

Inspection date	25/06/2013
Previous inspection date	20/11/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff develop firm relationships with children and parents enabling the transition from home to nursery to be as relaxed as possible. Detailed information gained from parents enables staff to provide care accordingly to meet their needs and make children feel safe and secure.
- Parents receive clear information each day about their child's day and the activities they have enjoyed. This ensures they are fully aware of the care and early education their children receive.
- Children enjoy a wide variety of nutritious, healthy foods that take account of individual dietary needs and preferences. Fresh fruit is provided for snacks and children benefit from fresh drinking water which is freely available to them.

It is not yet good because

- Staff do not use discussions during adult-led activities to ask questions that extend children's language or give sufficient time for them to think about their answer before responding
- Resources to build on babies and young children's understanding of themselves and the wider world are not fully in place
- Some children are not effectively supported in developing skills as they use tools; with specific reference to their use of cutlery at lunchtime.

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 spoke to the area manager, manager and staff at appropriate times throughout the day.
- The inspector observed activities taking place in the playrooms and complete joint observations with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector looked at children's learning journals, the settings policies and procedures and attendance registers.

Inspector

Tracey Boland

Full Report

Information about the setting

Tommies Coundon opened in 2012 and is one of several nurseries owned by Tommies Childcare Limited. It operates from a converted residential premise in Coundon in Coventry. All children have access to an outdoor play area. There is a ramp leading to the front entrance.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday throughout the year, from 7.30am to 6pm, excluding bank holidays and Christmas. There are currently 59 children on roll, all of whom are in the early years age group. Children attend from the local community and wider areas of Coventry.

The nursery supports children with special educational needs and/or disabilities. The setting employs nine childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 4. 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:

- develop the educational programme for communication and language, for example by ensuring that when questions are asked they are open ended and children are given thinking time before they are expected to answer.

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

- build on babies' and young children's developing understanding of themselves and the wider world, for example, by using photographs of familiar people and places
- consistently enable children to use appropriate equipment effectively and safely; with specific regard to using appropriate cutlery at mealtimes.

Inspection judgements

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

Staff have a suitable understanding of the revised Statutory Framework for the Early Years Foundation Stage and the seven areas of learning. Each child has a learning journal which includes observations of their learning completed by their key person. Staff evaluate the

information to identify the next steps in their development and use the information to plan a variety of activities to meet their needs. This also enables staff to identify where children may need additional support. Staff work well with parents to ensure continuity of care. Parents are kept informed each day about their child's day, their achievements and progress, and are encouraged to share their child's progress at home. Staff within the toddler room work alongside parents to complete their child's progress check at age two, which are then given to parents to share with other health professionals. Children are supported appropriately through the routines and activities to develop skills in readiness for school and as a result, they are making satisfactory progress in their learning.

Children enter rooms that are bright, welcoming and their work is displayed throughout. This enables them to share their work with parents and feel a sense of achievement. Babies and young children develop their independence skills as they make choices with regard to their play. This is because resources are stored at a low-level and children are able to initiate their own play. Children generally play well together and are developing a clear understanding of the need to share and take turns in play. Staff encourage this through the activities and games they play, and children are supported by staff to try to resolve any minor disagreements they may have for themselves. Communication and language is not promoted with full effect by all staff. Children enjoy the activities and are eager to become involved, for example, painting or playing 'jungle snap'. However, staff do not extend children's communication and language skills by asking questions that extend children's thinking and language skills, or give them sufficient time to think about their response, for example, when mixing two paints together and deciding what colour they have made.

Children move around their rooms becoming involved in the activities and staff encourage them to make choices. They develop their skills when using technology through the use of the computer and younger children enjoy toys with various door chains, flaps and simple mechanisms, which they confidently operate. Consequently, children are gaining appropriate skills they need for the next steps in their learning. Babies and children have access to a range of books, which they enjoy looking at together or alone. They enjoy familiar books and older children join in with well-known phrases. This supports their early literacy skills appropriately. A range of resources are in place to help children gain awareness of the diverse society in which they live, including dressing-up, role play and play people. Although there are a few photographs of young children displayed, babies have fewer opportunities to see pictures of their special people and their favourite places in order to learn about themselves and the wider world. Therefore, they are not securely beginning to develop an understanding of similarities and differences. Staff work closely with parents of children where English is an additional language, seeking key words and phrases to enable them to communicate with their child and involve them in the nursery day, and so encouraging children to feel valued. Children also see visual reminders around the rooms of routines, such as, hand washing, which encourages their confidence and enables them to become involved. This helps their feeling of inclusion.

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

Children benefit from clear settling-in procedures as time is spent getting to know them, their families and their individual needs. This helps support them from the transition from home to nursery and encourages their feeling of security. Each child is given their own coat peg to place their belongings on. Time is spent each day sharing information between parents and staff at the start and end of each day to ensure any changing needs are known and addressed. Staff complete detailed records of each child's day, what they have eaten and drank, their sleep patterns and nappy changing times, which are shared with parents when they collect them. Parents sign all records to ensure they have been fully informed. Babies benefit from close relationships with staff who give cuddles and ensure their individual routines, such as, sleep patterns and feeding, are incorporated into their day. This ensures their emotional needs are continually met.

Children enjoy a varied range of nutritious foods throughout the week which includes a choice of fruits and vegetables and takes account of dietary needs and preferences. Staff seek detailed information from parents about particular dietary requirements which are recorded and respected. Mealtimes are social occasions as the children sit chatting to their friends and staff who support the younger children as required. Suitable routines are followed with regard to food to ensure they are of a suitable temperature for children to eat them once served. Children are generally encouraged to become independent by serving their own foods, however, although knives and forks are provided for children aged from two years, staff do not always provide cutlery more suited to the individual child's ability or meal. For example, some children may prefer to use a spoon and fork when eating spaghetti, rather than a knife. As a result, children are not always fully supported in gaining the skills they need to use cutlery well. Children have plenty of fresh fruit each day at snack time and talk about the foods they are eating. This enables staff to reinforce what they have already learnt about foods that are good for them in the healthy eating project they have completed. All children learn appropriate hygiene routines, which are also displayed as a reminder, and staff are good role models, washing their own hands. Staff support children with potty training and toileting as needed and babies' personal care needs are met well throughout the day.

Behaviour within the setting is good and children are kind and considerate towards each other. Clear 'golden rules' are in place which are reinforced by staff, for example 'we have walking feet and kind hands'. Staff are calm and consistent in their approach to behaviour and, as a result, children understand what is expected of them, such as, not climbing on the furniture or toys and holding the bannister when walking up and down the stairs. All children receive praise and encouragement which is further compounded by happy facial expressions as staff show babies their delight in what they are doing. Children learn about keeping themselves safe both indoors and out, for example, by putting sun cream on before going outdoors and practising the fire drill so they know what to do in the event of an emergency. Staff ensure the environment is healthy and safe and all areas are checked prior to the children using them. Stair gates are used at the top and bottom of the stairs and also on the doors leading to the baby and toddler rooms. Staff ensure that these remain secure. Security has been addressed within the nursery and access to the building is only via a member of staff. Therefore, children remain safe.

Children enjoy their time outdoors as staff have organised the play area to allow freedom to run, jump, use wheeled toys and climb. Through music and movement children

generally learn to move their bodies with control and coordination. Children have learnt many new ball skills as staff have organised extra-curricular activities with external agencies. Babies have space to crawl and move around with furniture placed to encourage them to pull themselves to standing and move around the room. Children enjoy spending time together outdoors meeting their siblings, which encourages their social skills further with children of all ages.

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

Staff have a clear understanding of safeguarding and their role and responsibility in protecting children from abuse and neglect. Written policies and procedures are in place which reflect the ethos of care and shared with parents during their initial contact with the nursery. Staff keep their knowledge and understanding of childcare practices up-to-date through training and development. They continue to develop their knowledge of the learning and development requirements and the manager supports and guides staff in the implementation of any changes. The manager and deputy monitor the quality of practice satisfactorily within the nursery, looking at observations and children's assessments to ensure children's learning needs are being identified and planned for.

Clear recruitment and selection processes ensure that all staff working with children are safe and suitable to do so. Clear planning ensures that staff to child ratios are adhered to, which maintains children's safety. Staff benefit from supervisions and team meetings enabling them to share information they have learnt from any training courses they have attended. The management team and staff have formed partnerships with other professionals to enable them to meet the needs of the children. Therefore, children with special educational needs and/or disabilities are fully included.

Self-evaluation is ongoing and the opinions of parents and staff are sought by the manager, for example, through the use of questionnaires. Parent's views are also sought during parents evenings where time is spent looking through their child's learning journal and discussing their child's placement. Parents spoken to during the inspection spoke warmly of the care their children receive and the strong communication that is in place. They feel staff and management are approachable and are delighted that their children are happy and settled.

Staff have worked hard since the last inspection to address the issues raised. Children are continually encouraged to share and take turns in all aspects of their day and staff encourage them to talk about what they can see around them and explore textures through play. Ofsted are now fully informed of management within the nursery.

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	EY447473
Local authority	Coventry
Inspection number	924177
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	59
Name of provider	Tommies Childcare Ltd
Date of previous inspection	20/11/2012
Telephone number	02476591767

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

