

Galley Common Childcare

Galley Common Infant School, Plough Hill Road, NUNEATON, Warwickshire, CV10 9NZ

Inspection date

Previous inspection date

03/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children achieve well because teaching is good. They are motivated and engaged in their learning because staff provide a wide range of stimulating activities which are related to their interests.
- Children thrive in the welcoming, nurturing environment provided by staff, which enables them to feel secure and contributes to their good progress.
- Staff are effectively deployed and provide clear guidance about what is acceptable behaviour. They lead by example and, as a result, children behave well and are gaining an understanding of what is expected of them.
- Children benefit from the exceptional partnerships established with parents and the host school. As a result, they settle very well and develop confidence.

It is not yet outstanding because

- There is scope to enhance children's independence and self-care skills during daily routines, such as dressing themselves ready for outdoor play.
- Opportunities for children who are left-handed are not fully embraced to enable them to use a range of basic left-handed tools.

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 spoke with the manager, director and staff at appropriate times throughout the inspection regarding the care provided and activities on offer.
- The inspector had a tour of the premises during the inspection and viewed the equipment and resources available for the children.
- The inspector observed children and chatted with them during their play and held a joint observation of a planned activity with the manager.
- The inspector looked at children's learning journey records, a sample of policies and procedures, the settings self evaluation and took account of the views of parents spoken to on the day of inspection.

Inspector

Karen Cooper

Full report

Information about the setting

Galley Common Childcare originally registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is managed by a company of directors and operates from purpose built premises within the grounds of Galley Common Infant School in Galley Common, Nuneaton. The setting serves the local area. There is an enclosed area available for outdoor play.

The setting provides full daycare and after school care. The nursery opens Monday to Friday term time only. Sessions are from 8am until 6pm. Children attend for a variety of sessions. The before and after school care operates each day from 8am to 9am and 3pm to 6pm. There is a holiday care provision which operates from 8am to 6pm during school holidays. There are currently 89 children on roll, of whom 41 are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

The setting employs nine members of staff, all of whom are qualified. One member of staff has Early Years Professional Status, and another member of staff holds a Bachelor of Arts Honours Degree in Early Child Studies, six members of staff have a level 3 early years qualification and the manager holds a level 4 early years qualification.

What the setting needs to do to improve further

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

- enhance the range of resources available to include left-handed tools to provide children who are left-handed opportunities to use basic tools to meet their individual needs

- further develop chances for children to put on their coats and fasten buttons to support their independence and self-care skills.

Inspection judgements

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

Children have access to a good range of age-appropriate toys and resources and the freedom to choose their own play enables them either to follow their interests or engage in an adult-led activity. The indoor and outdoor learning environments make a positive contribution to children's learning. Children benefit from two well-resourced and stimulating rooms indoors. Outdoors the area provides a wealth of chances for children to develop learning as they explore a good variety of age-appropriate toys and resources including an igloo, musical instruments and climbing equipment. The staff fully understand

how young children learn and support their development well with good teaching. They demonstrate that they know where all of the children are developmentally and regularly observe them as they play. They effectively track children's progress and use this information well to inform their planning and to ensure that the children's interests are used as a basis for future learning. As result, children make good progress towards the early learning goals and are acquiring the skills for the next steps in their learning.

The staff positively engage with the children and continually talk with them. They pay particular attention to developing children's language and communication skills by modelling sentences and building on what children already know and can say. For example, they teach younger children to repeat simple words and sounds. They show sensitivity to the many different ways that children express themselves non-verbally and encourage them to communicate their thoughts, ideas and feeling through a range of visual picture lines and laminated cards. Young and older children enjoy joining in familiar Christmas songs and concentrate well listening to favourite stories. They have great fun using props to interact with others and happily take turns as they practise acting out the nativity story in preparation for parents to watch. The staff praise the children for their efforts. This supports their personal social and emotional development. Books are attractively displayed to entice children to use them and staff organise an environment that is rich in signs, labels and symbols to encourage children to see words in print. This supports their literacy skills. Children have good opportunities to practise their pre-writing and make marks using chalks, crayons, felt pens and paint. However, opportunities to promote all children to hold a pencil with the correct grip are not fully extended because they have limited access to experience left-handed resources.

Staff teach children to develop their knowledge of technology. As a result, children show increasing skill in navigating the cursor around the computer monitor and know how to use audio equipment and programmable resources. Children's understanding of diversity is promoted through a range of resources and play opportunities which reflect and acknowledge cultural differences. They have tasted foods from around the world and are helped to consider and value each other's backgrounds and differences through planned topics. These opportunities ensure children develop their knowledge and understanding of the wider world that they live in. The staff provide good opportunities for children to express their creativity through a variety of well-planned craft activities. For example, children use their imagination well as they design a snowman face and complete a collage picture of a penguin. The staff use these opportunities effectively to help teach children about texture number shape and colour recognition and learn about mathematical concepts. For example, good use of mathematical language is used to help raise children's understating of size, disposition and amount. As a consequence, children are highly engaged in tasks and activities and develop very positive attitudes to learning.

The staff exchange verbal and written information about children's daily activities with parents. They encourage parents to view their children's learning journey records and consider ways in which they can continue to support their child's learning at home. This supports an extremely positive partnership with parents and ensures that they are very well informed about what their children are learning. As a result, children are supported well to acquire the skills and capacity to develop and learn.

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

Children benefit from a welcoming inspiring and nurturing environment where they can explore in safety. They confidently move around the available indoor and outdoor space and toys and resources are organised effectively to encourage children to make choices about their play. This helps to play an active role in their learning. Staff are well deployed to ensure ratios are met and younger children are grouped effectively with a key person who oversees their progress and well-being. As a result, children settle well and enjoy high levels of attention and develop very strong emotional attachments with key persons. The staff go to a great deal of effort to ensure the individual needs of all the children in their care are met. They carry out home visits before the child starts at the nursery and requests that parents complete an 'All about me' form during settling-in time which includes useful information about their children's interests, abilities and individual needs. This means children's welfare needs are well supported. The staff are extremely knowledgeable about how important such stages are in children's lives and particularly as they get older and cope with the next big steps in their lives. As a consequence, children benefit from continuity in their care and learning to support them to make the smooth transition between home, the nursery and school.

Staff listen to what the children have to say, they join in with their play and are interested in what they are doing. As a result, children respond well to staff are happy and settled. Staff are good role models and lead by example and encourage children to tidy up, to share and take turns. They frequently offer children praise and encouragement for their efforts and achievements and reward children by becoming a 'star of the week'. This helps to promote children's self-esteem.

Staff teach children to keep themselves and others safe. They learn about fire safety and know the procedure for evacuation in an emergency which the staff regularly practises with them. Through effective daily routines, such as hand washing, children learn about good hygiene practices. However, at times, staff do not ensure that the most-able children's independence and self-care skills are developed to the full, such as allowing them to put their coats on and to fasten buttons before going outdoors to play. Food provided by parents is stored appropriately to ensure children's well-being is promoted. The staff take the opportunity to treat meal and snack times as a chance to develop children's social skills in readiness for school and to highlight the importance of making healthy choice. Fresh drinks are available at all times and staff are aware of each child's individual dietary needs and ensure these are met. Children benefit from a range of activities to develop their physical skills. They go for walks around the local community, enjoy dancing to music and frequently access the school hall where they use a variety of larger equipment. As a result, children are helped to understand that exercise keeps them healthy.

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

The management team ensures that the safeguarding policy is implemented throughout the nursery. As a result, staff have a good understanding of their role and responsibility to

protect children in their care. All staff have completed safeguarding training and hold a paediatric first aid qualifications. Robust vetting and recruitment systems ensure staff are suitable to work with the children. The staff have a good awareness of security and carry out daily safety checks on the premises to ensure that they are safe and secure. Good security systems ensure children cannot leave the premises unsupervised and there are clear procedures to ensure children are collected only by authorised people. For example, passwords are used when necessary for extra protection. This promotes children's safety.

The manager leads by example and is an inspiration to the staff team. She is very much part of the team and, as a consequence, staff work well together and there is a clear sense of purpose and direction. All staff hold an early years qualification and the majority are well experienced early years practitioners. They regularly attend training to ensure their knowledge is updated and are dedicated to meeting the needs of the children who attend.

The management team regularly monitors the delivery of the educational programmes and the care practices. This helps to ensure that all staff are following the policies in practice and providing effective teaching to help children progress. The staff demonstrate a strong commitment to continuous improvement and effectively uses self-evaluation to identify areas for improvement. Action plans are in place to bring about continual development and everyone's views are valued, including those of parents and children. Questionnaires are provided and carefully analysed. The information is taken into account to help to identify strengths and prioritise development that will improve the quality of provision for all children.

Excellent partnership working with parents ensures that they are very well informed about their children's daily activities and welfare needs. Parents are highly appreciative of the nursery. They praise the commitment and warm friendly approachability of staff and comment on the good progress their children make while at nursery. The directors provide a very good level of support and challenge to the nursery and after school care. They ensure that decisions are made only after thorough consultation to ensure that any changes are in the best interests of children's well-being and learning. For example, a decision to provide an external shelter to the outdoor area was made after careful consideration of the impact this would have. Staff also work extremely well with other professionals, such as speech and language therapist. This ensures all children receive support in line with their unique needs. Children benefit from the very positive links that management and staff have established with the school that they attend. This means that children are extremely well supported as they move onto school. Staff share children's progress with teachers to further aid transition and to promote consistency in children's care and learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463139
Local authority	Warwickshire
Inspection number	923302
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	89
Name of provider	Galley Common Childcare Limited
Date of previous inspection	not applicable
Telephone number	02476393758

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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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