

St Mary's Day Nursery

365 Bell Green Road, COVENTRY, CV6 7HD

Inspection date

29/11/2013

Previous inspection date

30/05/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
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The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Teaching is not consistently effective in ensuring that children are active learners. Assessment is not used with full effect to plan for next steps in learning and ensure that all children make best progress.
- Staff do not minimise all potential risks to children. Cords on venetian blinds in the first floor playrooms hang loose at a child's height, and the garden gate that can be opened by older children and so potentially a child could leave the premises.
- A requirement to record information on staff qualifications in order to demonstrate their suitability is not met.
- Children's language development is not consistently promoted with full effect. Questions are not always open-ended and thinking time before responding to open questions is not maximised. Children's exploratory play and creativity is not promoted effectively by all staff.
- Links with other early years providers are not currently established in order to ensure continuity of care and learning for children.

It has the following strengths

- Children's emotional and social needs are addressed well. Transition from home and within the nursery is addressed well. Partnerships with parents are positive.
- Play experiences provided for babies meet their learning needs well over the prime areas of learning.

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 observed activities in all playrooms and the outdoor area.
- The inspector spoke with the provider, manager, staff and children at appropriate times during the inspection.
- The inspector conducted a joint observations with the nursery manager.
- The inspector looked at records of children's learning, the setting's self-evaluation document and a selection of policies and procedures.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

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 on 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. An outdoor play area at the rear of the house is not currently being used due to building work and so all children share access to an enclosed garden at the front.

There are currently 40 children on roll and all are in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for two-, three- and four-year-old children. 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 10 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 level 3. The nursery holds National Day Nursery Association membership.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that information about what a child knows and can do is used consistently and effectively by staff to plan for next learning steps so that all children make as much progress as they can
- ensure that effective teaching results in all children's involvement in activities, inside and outdoors, that inspire and engage them so that they make best progress
- make sure children are safe by managing all potential risks effectively; with specific reference to cords on venetian blinds in the first floor playrooms that hang loose at a child's height, and the garden gate that can be opened by older children
- make sure that required records on staff qualifications are kept in order to demonstrate that the suitability of staff has been fully addressed.

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

- extend children's language development, for example, by consistently asking them more open-ended questions and by giving them thinking time and time to put their thoughts into words
- consistently provide a range of media, materials, and experiences for all children to enable them to explore their senses and extend their creativity
- develop links with other early years providers in order to ensure continuity of care and learning for children

Inspection judgements

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

Staff have a sufficient awareness of the Early Years Foundation Stage learning and development requirements. However, their assessment of children's abilities is not used with full effect to plan the next steps in learning across all areas of learning. Consequently, this has an impact upon the progress that children are able to make. Staff supervise children appropriately, but teaching is generally weak and interesting activities are not provided in sufficient depth or breathe to engage and challenge all children. Staff work satisfactorily with parents with regard to each child's care needs, and some

information linked to learning as well as care is included in 'all about me' booklets completed during a child's induction. Information on achievements is shared between parents and a child's key person. Staff generally support early years children sufficiently so that they develop skills in readiness for nursery class and school, but teaching is not fully effective in addressing every child's learning needs. Children who speak English as an additional language and children with learning difficulties and/or disabilities are supported in accordance with their individual needs. Staff are aware of the requirement to provide parents with a progress check at age two and complete this where necessary.

Babies' sensory development is addressed well by staff. They enjoy exploring the texture of paint and 'gloop', which is corn flour mixed with water. Babies make marks in these resources with their hands, and staff encourage them to realise that they can also make marks with cars as they move them through the mixture. Staff ensure that priority is given to promoting the prime areas of learning for the babies in their care. They interpret babies' needs when the babies communicate through their body language and through laughing and crying. Babies' manipulative skills are promoted effectively because they play with toys that challenged them effectively. Staff support for babies means that emotional security is addressed well.

Children in all rooms are able to choose and select toys for themselves. However, opportunities for children in toddler room to play with different media and materials to promote sensory development and exploration are limited to activities that are set out and led by staff. A painting activity is organised by staff, and the toddlers aged two to three years, are keen to be involved. However, there are too many children sitting around a small table and at the beginning of the activity there are not enough brushes to go around. Staff provide only one paint pallet, into which they pour four colours even though there is space for six. Children are encouraged to recognise and name the red, green, purple and black paint. Children are happy while they paint, but soon get frustrated because not all can reach the paint at the same time. Their pieces of paper overlap because there is not enough space on the table. There is some conversation as children say what they are painting, but no encouragement to explore the paint in different ways. For example, it is a child who decides that she would like to paint her hand, but then she has nowhere to print it. Children are not encouraged to notice the different marks they can make with a thick brush and a very thin brush. Toddlers' language development is promoted satisfactorily. However, questions are not always open ended and so practice to extend children's language development is not fully effective.

Pre-school children aged three and four years play in two rooms on the first floor. They are confident and most children express themselves well. In discussion between staff and children, some mathematical learning is promoted effectively. For example, at snack time they talk about the shape of the fruit, the colour of different fruits, and they compare the different sizes. In a small group at the beginning of the morning session children happily join in with a 'good morning' song. They are encouraged to talk about their pets at home and staff ensure that all are given an opportunity to speak. However, staff do not consistently ask children open-ended questions, and when they do, they do not always give children the time to think and then answer. Mathematical learning is promoted effectively because children are asked to decide if their pet is big or small, and they indicate size with their hands. Children are able to access role play resources and books at

all times. They are being encouraged by staff to write their own names, although there are no opportunities for them to independently select, for example, a name card so that they can copy it. Children do not label their own art work.

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

Some aspects of children's welfare are addressed satisfactorily. However, there is a breach of requirements with regard to fully minimising potential risks to children. This is because; some of the cords on blinds in the first floor playrooms hang at a level that is at a child's height, and the low-level gate to the garden can be opened by an older child and so potentially they could leave the premises. These safety and security issues also apply to the Childcare Register. The outdoor play area for older children is not currently being used due to building work at the rear of the nursery. All children currently play outside in the garden at the front of the premises, which is the area usually used by babies only. Children are encouraged to be physically active, but there is currently no planning for learning in the outdoor play environment. The garden is used at different times of day for different age groups. Play equipment does not provide sufficient challenge for older children.

Staff create a welcoming environment for children and their parents. Relationships between the staff and the children are positive. Transition from home to the nursery provision is satisfactorily addressed because children visit with their parents before they attend alone. A settling-in period is agreed in accordance with each child's needs. Consequently, children's emotional needs are addressed well. Children are prepared well for their transition into other early years settings and reception class in school. For example, they get to know other staff members when groups of children join together and transition within the nursery is addressed effectively. Staff generally manage potential disruptive behaviour appropriately. However, there are times when older children are not engaged in activities and the free-flow between the two playrooms on the first floor has a negative impact on their learning. There are times when this results in a disorderly environment. Children are reminded of behaviour rules that include sharing, and a large egg timer is used effectively when necessary to support this. Children's independence is generally promoted appropriately. For example, they can select toys for themselves from low-level storage. However, staff do not maximise their learning, for example, older children do not pour their own drinks at mealtimes. Resources are safe and meet children's learning and development needs adequately.

Admission information obtained from parents with regard to each child's individual care needs is satisfactory. Information on practice with regard to safety, illness and accidents is shared with parents so that they gain an awareness of the care provided. Children's good health is sufficiently addressed because healthy snacks and meals are provided. Children gain an awareness of personal hygiene practices in order to protect their own health. They learn how to keep themselves safe. For example, they learn how to climb up and down the stairs safely and when they go out, they learn how to cross the road safely.

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

The provider ensures that all staff maintain up-to-date knowledge on their responsibilities to protect children from abuse and neglect. A safeguarding policy is accessible to staff and parents and is in line with the Coventry Safeguarding Children Board procedures. The provider and designated officer for safeguarding ensure that nursery procedures are known by staff, including procedures with regard to allegations made against staff. The provider is aware of her legal responsibility to notify Ofsted of any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children. The provider and staff do not ensure that all welfare requirements with regard to safety and security are fully met. Appropriate recruitment and selection procedures are in place to assess staff members' suitability, and staff are not allowed unsupervised access to children until all checks are completed. Requirements for staff to child ratios are met and staff ensure that children are supervised at all times. Most required documentation and records, such as information on accidents, are kept up to date and in satisfactory order. However, a legal requirement is breached because information about staff qualifications is not recorded in order to meet a welfare requirement with regard to staff suitability.

The educational programmes are not currently being monitored with full effect to ensure that children make as much progress as they can. The provider and manager have completed the Ofsted self-evaluation form and identify that one of the priorities for improvement is to continue to improve upon the way assessment is used to inform planning and to involve parents more into the setting. At the time of the last inspection two recommendations were raised. The provider was asked to extend the range of large play equipment in the outdoor area to further promote skills in physical development. The provider explains that this will be addressed following the completion of an extension to the building which is adjacent to the play area. In order to review and improve practice the provider welcomes advice offered by local authority development workers. The nursery is linked to a quality assurance scheme.

An effective partnership with parents promotes children's care and learning needs appropriately. Staff are aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. . Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals to ensure that a child is supported in accordance with their different needs. A range of written policies are provided for parents and these appropriately reflect the ethos of the nursery. Parents' views on the provision are welcomed, and on the day of inspection they share very positive views on the provision. Staff have past experience of working with other early years providers to ensure continuity of care and learning. However, these links have not been established for children currently attending.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)
Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised (compulsory part of the Childcare Register).
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised (voluntary part of the Childcare Register).

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	EY365814
Local authority	Coventry
Inspection number	940876
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	Kawal Aujla
Date of previous inspection	30/05/2013
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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