

# Capellas @ Solihull

THE SIXTH FORM COLLEGE SOLIHULL, Widney Manor Road, Solihull, B91 3WR

## Inspection date

Previous inspection date

07/01/2014

Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff demonstrate a very good knowledge of child protection. They are highly alert to the possible signs and symptoms of abuse and know what to do should they have any concerns. Consequently, children's welfare and safety are effectively protected.
- The quality of care and teaching is good. Consequently, children are happy, motivated and settle readily into play and routines on arrival at the nursery.
- Children with special educational needs and/or disabilities are effectively supported. This is because staff successfully work in partnership with parents and other professionals to secure appropriate resources, advice and support.
- Staff interact well with children. They model language, introduce vocabulary and get down to children's level when talking. Furthermore, they really listen to children and show by their responses that they value children's comments. Consequently, children are keen to communicate and their language skills are progressing well.

### It is not yet outstanding because

- There is room to enhance children's learning potential further by developing an even more stimulating outdoor environment that enhances children's understanding of nature, their sense of curiosity and all-round physical skills.
- Strategies for engaging parents in their children's learning at home and in the nursery are not fully exploited, so that children's learning potential is maximised.

## **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 inspected conducted a tour of the premises.
- The inspector spoke with management and staff at appropriate times throughout the inspection.
- The inspector interacted with children throughout the inspection.
- The inspector observed activities throughout the nursery.
- The inspection conducted a joint observation with the manager of the lunchtime period in the 'Rockets' room.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector checked evidence of suitability for all adults working on the premises.
- The inspector asked the manager about self-evaluation methods and viewed the nursery training records.
- The inspector took into account the views of parents gathered through discussion during the inspection and from written questionnaires sent out by the nursery.

## **Inspector**

Carol Johnson



## **Full report**

### **Information about the setting**

Capellas @ Solihull was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises on the grounds of the Sixth Form College in Solihull and is one of four settings managed by Capellas Ltd. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round, except for bank holidays and the period between Christmas and New Year. Sessions are from 7.30am until 6pm. There are currently 43 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. It also provides funded early education for three- and four-year-old children.

The nursery employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at degree level and four have a National Vocational Qualification at level 3. The manager also holds Early Years Professional Status and Early Years Teacher Status. In addition, a director of the company is a Professor of Child Psychology and holds Early Years Professional Status. The nursery also employs a chef, plus an office manager, who is based at Capellas Nursery, Balsall Common.

### **What the setting needs to do to improve further**

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

- enhance further children's enjoyment, sense of exploration and all-round physical skills by developing an even more stimulating and challenging outdoor environment
- introduce more varied strategies to encourage greater parental and wider family involvement in children's learning at home and in the nursery, so that children's learning potential is maximised.

### **Inspection judgements**

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

Children make good progress in their learning and development. This is because staff clearly understand how individual children play and learn and the quality of teaching is consistently good. Key persons are clear about what they hope individual and groups of children will learn. They frequently observe children and invite all adults involved in their

care and education to share what they notice. This information is then carefully used to assess children's progress and plan for the next steps in their learning. Each child has a learning and development record, known as their 'tracker'; this includes records of staff observations and assessments, examples of children's work and photographs. These are made available to parents and provide them with valuable information about their child's progress and time spent in nursery. Staff clearly understand the important role parents play in their child's learning and staff suggest some ideas and activities parents can do at home with their children. Nonetheless, children's learning potential is not maximised. This is because there is scope to encourage even greater parental and family involvement in children's learning. For example, through delivering workshops, loaning resources and inviting more parents and family members to share their skills and experiences.

Everyday opportunities are regularly used to promote children's understanding of mathematical concepts. For instance, staff ask children how many plates and cups are needed at lunchtime and this encourages them to estimate and count. Staff skilfully alert children to colours in the environment and babies learn to problem solve as they play with cause and effect toys. Pre-school children learn about letters and sound through both planned and spontaneous activities and show an avid interest in books. Younger children develop vocabulary and listening skills as they join in with songs and listen to stories read by staff. Children of all ages benefit from positive and effective interactions that support their growing independence and confidence. Staff tune in to, rather than talk at, children. They effectively use open-ended questions that invite children to think and communicate and patiently wait for children's responses. Staff get down to children's level when talking and skilfully use body language and gestures to enhance communication. This is especially effective with children who speak English as an additional language and those that have communication and language difficulties. Equality is promoted well and children learn about similarities and differences in people in ways they can easily understand and relate to. For example, children learn about different customs and traditions through discussion, creative experiences and food tasting. Furthermore, books and displays contain plenty of images that reflect the wider community and help children develop a positive self-image and awareness of others. Staff celebrate diversity and show by their positive comments and friendly manner that they really value children and their families.

Children attending the nursery are physically active and participate in lots of experiences that effectively promote their all-round physical skills. For example, they regularly play with resources that include paint, dough and construction materials and by doing so develop dexterity and strength in their small muscles. Furthermore, children have fun and gain control of their bodies as they dance and join in with action rhymes. Babies have plenty of space to roll, crawl and move and staff expertly encourage their efforts through praise and positive body language. In addition, regular outings to the nearby park provide opportunities for older children to run around, expend energy and play on large physical play equipment. Also, children of all ages access the nursery outdoor area on a daily basis. Nonetheless, opportunities for children to explore and investigate nature and to develop increased physical skills and confidence are not maximised. This is because the nursery outdoor area is not equipped to its full potential. For instance, there are few resources that help children learn about nature and the effects of the weather. Also, there is no fixed climbing equipment to develop children's balance, co-ordination and confidence.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and friendly and a well-established key person system successfully supports children's welfare and emotional security. Children show by their words and actions that they are confident and at ease in their surroundings. They happily go to staff members for comfort, reassurance or support and staff respond appropriately. Children demonstrate developing independence; they know where many resources are stored and readily make some independent choices about their play and learning. They help staff to tidy away resources after use and well-planned toy storage enhances their independence and contributes to a safe and child-friendly environment. Children have plenty of space to play, explore and rest. The nursery environment benefits from lots of natural light, spacious rooms and a secure outdoor play area. Resources are of good quality and effectively support children's welfare and learning. Displays around the nursery provide parents and visitors with an abundance of useful information about children's experiences and how they learn and develop. Furthermore, there is a wealth of information relating to events and services in the local community, parenting skills and the nursery's policies and procedures. Consequently, a welcoming, attractive and informative environment is evident.

Children's health is effectively promoted. Meals and snacks provided for children are healthy and nutritious. Staff routinely talk to children about making healthy choices and displays on the nursery walls promote healthy eating. All areas of the nursery are maintained to a high standard of cleanliness. Hygiene routines are good and effectively reduce the risk of infection and cross-contamination. Children understand the need for regular hand washing; easily accessible liquid soap and paper towels supports their independence in this respect. Furthermore, staff successfully support these skills through role modelling, discussion and lots of praise and encouragement. Children's behaviour is managed extremely effectively by the staff team and successfully supports children's personal, social and emotional development. Children show care and consideration for others and learn to share and take turns in their play. Staff regularly talk to children about emotions, for example, during 'circle time' they ask children how they are feeling. Through these discussions children learn to express themselves and develop strong positive relationships with each other and the staff team. Staff provide clear guidance to children about the nursery's rules and boundaries and use stories, visual displays and role play to help children think about safety. Furthermore, outings in the local environment alert children to 'people who help us', such as fire and police officers.

Staff effectively support new children or those moving on to other early years provision or school. They make these occasions positive experiences for all concerned, full of excitement and anticipation rather than uncertainty and anxiety. Each child, as they start at the nursery, is assigned a key person. This member of staff builds a relationship with them and their parents and promotes communication and children's welfare. Key persons arrange settling-in sessions and encourage parents to share a wealth of important and useful information about their children. This information is then recorded and used effectively to support children's ongoing well-being and progress. Some children attending

the nursery also attend other early years settings and staff recognise the importance of sharing information with staff these settings. Staff exchange information about children's past and future experiences and discuss strategies to support their well-being and progress. Consequently, children are provided with complementary learning experiences and consistency of care.

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

Leaders and managers demonstrate a good understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive written policies and procedures are in place and these reflect and support staff practice. Documentation is effectively maintained and this successfully contributes to the safe and efficient management of the nursery. Staff are extremely vigilant with regards to safety and carry out thorough daily visual risk assessments of the nursery environment and resources used by children. The premises are secure and children are only released into the care of authorised individuals. All staff working with children have had safeguarding training and this is reflected in their secure knowledge of the relevant recording and reporting procedures. They understand that children's safety is paramount and are highly alert to the possible signs and symptoms of abuse. The nursery safeguarding policy includes all required information and clearly includes the procedures for the use of mobile telephones and cameras in the nursery.

Staff are passionate, open-minded and demonstrate a willingness to continue to develop and learn. Their personal and professional development is actively encouraged and staff qualification and training requirements are exceeded. Staff meetings and one-to-one meetings, between individual staff and the manager, provide regular opportunities for important information to be shared and any concerns raised. Robust recruitment, induction and vetting procedures ensure that all staff are suitably skilled, qualified and safe to fulfil their role. The provider plays a major part in the induction of new staff and ensures that they are aware of and fully understand the ethos and aims of the nursery. A strong management team regularly monitors and reviews staff practice and all aspects of the provision. Reflective practice is ongoing and the management team invite parents and other professionals to share their views about the service provided. These views are subsequently collated and successfully used to set targets and improve practice. For example, a parent requested more information about the way children learn and develop and management promptly responded to this comment. A meeting was organised with the parent and relevant information shared, also a parent evening was arranged for all parents later this month. The manager shows a good appreciation of the nursery's strengths and areas for improvement and describes a range of future plans to enhance the provision. For example, the provider intends to install an exterior storage facility for buggies and this will enhance safety and space inside the nursery. Consequently, the provider demonstrates a strong capacity for future improvement.

Partnerships with parents and others are good. Highly successful partnership working supports the needs of children with special educational needs and/or disabilities. Parents,

key persons, nursery management and other professionals all work together to secure appropriate resources, support and advice for these children. All required information is obtained from parents, for example, information about children's health and dietary needs. Furthermore, staff offer parents advice about a variety of parenting topics that include, toilet training, sibling rivalry and behaviour management. Links are being developed with local children's centres and other local early years provision and the nursery website includes a wealth of useful information for families. As a result, strong relationships are fostered between staff, children and families using the nursery. Parents interviewed as part of the inspection rate the nursery very highly. They particularly praise the friendliness of staff and the how well they know their children. Furthermore, many parents comment positively on the regular opportunities provided for their children to play outdoors and visit the local park.

### **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

<b>Unique reference number</b>	EY465154
<b>Local authority</b>	Solihull
<b>Inspection number</b>	928921
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	55
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Capellas Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01216787119

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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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