

Valley House Childcare

55-57 Bell Green Road, COVENTRY, CV6 7GQ

Inspection date

Previous inspection date

04/03/2014

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

- Teaching is good. Staff have high aspirations for children and plan a variety of activities that challenge children and encourages them to explore and learn. As a result, children make good progress.
- Staff have created a warm, welcoming environment for all children, which helps them feel safe and secure.
- Staff and parents have developed strong partnerships which means that children receive good quality care that meets their individual needs.
- Leadership and management is strong. Managers effectively evaluate the provision, taking account of the views of parents and staff. This informs decision making in order to continually improve the service for children and families.

It is not yet outstanding because

- Resources to build on babies and young children's understanding of themselves and the wider world are not fully in place.
- Children do not have opportunity to develop their understanding of different languages and to see their home language in written form as labels within the setting are in English.

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 to staff and children present and observed activities taking place both indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector looked at documentation, policies and children's learning journals and checked staffs qualification and suitability.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Tracey Boland

Full report

Information about the setting

Valley House Childcare was registered in 2013 on the Early Years Register and compulsory and voluntary parts of the Childcare Register and is a charity organisation. It operates from a purpose built premise in Bell Green, Coventry. Children have use of two main group rooms and there are two enclosed areas available for outdoor play.

The nursery is open from 8am until 6pm all year round with the exception of bank holidays. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. It supports a number of children who speak English as an additional language and with special educational needs and/or disabilities. The nursery employs eight staff. Of these, all hold appropriate early years qualifications at level 3 and level 2. Two staff are currently completing early years degrees. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- provide opportunities for babies and young children to develop an understanding of themselves and the wider world, for example, by using photographs of familiar people and places
- develop opportunities for children to develop their understanding of different languages and to see their home languages by, for example, displaying them within the nursery.

Inspection judgements

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

Management and staff demonstrate a good understanding of the Statutory framework for the Early Years Foundation Stage and the prime and specific areas of learning. Teaching is supported through a variety of adult-led and child-initiated activities that effectively encourage children's learning. Each child is assigned a key person who completes planned and spontaneous observations and assessments of their learning. Individual learning journals include their observations and assessments, the developmental stages each child is at and identifies the next steps in their development. Staff use this information to plan interesting and challenging activities that support children's individual learning needs. This also enables staff to identify where children may need additional support. Effective routines are in place to support children with special educational needs and/or disabilities, and children with English as an additional language. Good communication each day ensures parents are aware of their child's day, their achievements and progress. Staff

work alongside parents to complete their child's progress check at age two and the written summary is given to parents to share with other health professionals. Parents are encouraged to share any learning at home which is also included within children's written records. Children are supported very well in routines and activities that encourage their developing skills in readiness for school. Consequently, they make good progress in their learning.

Children enter a bright, welcoming environment where their artwork is displayed. Resources throughout the nursery are well-organised and stored at low level enabling children to develop their independence and make choices with regard to their play. Good relationships have formed between children and staff and affection is readily given and received. Staff extend children's communication and language skills by asking questions that encourage their language skills. They use lots of repetition for children who are beginning to say a few words and to encourage those children where English is an additional language. Staff also use simple sign language and visual timetables to help children in their communication and become familiar with routines and songs. Children are actively involved in learning about and celebrating a variety of cultural events throughout the year, for example, they have recently learnt about Chinese New Year. Resources reflect positive images of the wider world and their diverse community, such as, books, pictures, dolls and small world figures. Staff gain key words from parents to enable them to communicate with children who have English as an additional language, which are shared with other children through songs and greetings. However, although staff gain words they are not used within the environment to help children recognise different languages and encourage their feeling of inclusion. Photographs of the children are displayed within the pre-school room enabling them to talk about themselves and their families. However, this is not apparent within the baby room where they have few opportunities to see pictures of themselves and the special people in their lives in order for them to learn about themselves and the wider world. Therefore, they are not beginning to develop an understanding of similarities and differences.

Children have lots of opportunity to develop their skills when using technology. They enjoy taking photographs within nursery and use overhead projectors to make patterns and shadows of shapes and animals on the ceiling. Babies have many activity toys that encourage them to press buttons and lift flaps to make music play or hear animal sounds. Children thoroughly enjoy looking at a wide range of books, sharing them with staff and their friends or spending quietly looking at them alone. Staff talk to them about what they can see which supports their early literacy skills appropriately and encourages their understanding that print carries meaning. Children engage in action rhymes and songs. Laminated pictures, such as frogs and ducks are used to support them as they sing their favourite songs and they count when they are taken away and added. They sort small bears into groups according to their colour and size and count how many they have. This develops children's mathematical skills.

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

Children benefit from a gradual introduction into the nursery. Time is spent getting to know them and their families, gaining valuable information about their individual care needs and their learning and development at home. This supports children extremely well during the transition from home to nursery and their feeling of security is continually promoted. Each child has their own coat peg which has their photograph above it and children's comforters are stored individually but are accessible as needed. Good communication each day between parents and staff ensure any changing needs are known and addressed and parents are made fully aware of their child's progress and how their general care needs have been met. Toddlers benefit from many visits to the pre-school room as part of their transition into their new room. This enables them to become familiar with the routines and staff. The structure for the older children as they prepare to move to school is continually developing. This includes providing local school uniforms within the role-play area to enable them to develop their skills when dressing themselves. Links with local schools have been established which enables children to become aware of the teachers and the school environment. This leads to happy confident children who are familiar and at ease with their move to school.

Children enjoy a healthy variety of snacks during the day that take account of individual dietary needs and religious preferences. These include fresh fruit, pancakes and toast and drinks of milk, juice and fresh water. Parents provide a packed lunch each day and children's social skills are encouraged as they sit together to eat. Staff support children as needed. Babies dietary needs are met well and a large comfy chair within the baby room enables them to sit quietly with a member of staff and enjoy their bottle. This helps children's feeling of contentment and security. All children learn appropriate hygiene routines which are encouraged through a song about washing their hands to keep the germs away, making their learning fun. Staff are good role models, washing their own hands and supporting children when needed, for example, using tissues appropriately and disposing of them when they have a cold. Babies and young children's personal care needs are met extremely well. Nappy changing routines ensure their comfort is maintained at all times. Older children are independent in their personal care needs while support is provided by staff as needed. Therefore, children's needs are consistently met well throughout the day.

Behaviour within the nursery is good. Staff are very good role models and are calm and consistent with children. They encourage children to be kind and considerate towards each other and to share resources, taking turns with particular favourites. Children's confidence and self-esteem is continually nurtured through the praise and encouragements they receive. Children learn about keeping themselves safe both indoors and outdoors, for example, by practising the fire drill so they know what to do in the event of an emergency and are reminded to have 'walking feet' when indoors instead of running in case of accidents. Children are encouraged to take risks through play but are reminded about taking care when using the wooden stepping stones in the garden and the balancing bar and are supported well by staff to help develop confidence. Staff ensure the environment is healthy and safe and all areas are checked prior to the children using them. Routines for cleaning all equipment ensure no cross infection and children's good health is maintained. Comprehensive written risk assessments identify potential risks within the nursery and garden and the action taken to minimise them. Staff are vigilant at all times with regard to safety so children remain safe at all times. Children benefit from lots of fresh air each day

as children are able to move freely between the indoor and outdoor play areas. They are encouraged to feel their heartbeats after they have been active and identify how their breathing has changed after running around. This promotes their understanding of the changes to their body with exercise and the benefits of being active. Children are able to run, jump, climb and use their imagination in the outdoor playhouse which houses a large variety of construction play. This encourages the development of their large muscle skills and continues their learning outdoors.

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

Management and staff demonstrate a secure understanding of their role and responsibility with regard to safeguarding children in their care from abuse and neglect. They are knowledgeable of the required action to take following any concerns or allegations made against a member of staff and all staff update their knowledge of child protection procedures through regular discussions and training. Children remain safe as all staff complete required checks to ensure they are safe and suitable to be in the proximity of the children. Clearly written policies and procedures reflect the care provided and are shared with parents. Requirements with regard to staff qualifications and staff: child ratios are maintained at all times throughout the day. Staff's knowledge of good practice and is enhanced through their ongoing professional development. Training is accessed through the local authority and cascaded to the whole of the staff team once completed. This ensures all staff are up to date with current best practice and any changes to legislation. The manager effectively monitors the quality of practice within the nursery. This includes spending time within the nursery observing practice, looking at staff's observations and assessments of children and being actively involved in the planning of learning opportunities. This ensures children's individual learning needs are being correctly identified and met effectively. As a result, children progress well across all areas of learning.

Robust recruitment, selection and induction processes ensure all staff working with children hold appropriate early years qualifications and understand their role and responsibility within the nursery. Staff benefit from individual appraisals and supervisions that help monitor practice and identify particular training needs or interests. Effective systems for communication ensure that children's individual needs are known and consistently met. Clear observations of children enable staff to identify where early intervention is required and encourage parents in seeking the appropriate support for their child. Strong partnerships with other professionals involved in a child's life have been formed and have a positive impact on children's ongoing progress. Comprehensive written risk assessments are in place which clearly identify potential risks to children and the action taken to minimise them. Staff are vigilant at all times with regard to safety and assessments of all areas accessed by the children are made each day to ensure they are safe and suitable. Security within the setting is very good and access to the nursery is only via a member of staff. Children are not able to leave the nursery with any unknown adults and records of all visitors to the nursery are maintained. As a result, children remain safe.

Systems for self-evaluation are continually evolving, enabling management and staff to

identify particular strengths within the setting and areas for development. Staff actively seek the views of parents about the service they receive and are developing ways of including them further in nursery life, for example, through the introduction of parents' forums. Staff also reflect on their own practice and the quality of care provided, for example, sharing their ideas and comments during team meetings. Clear targets set to enhance the service, for example, the nursery are looking at the ongoing development of the outdoor play area and the development of sensory support for children with special educational needs and/or disabilities. Parents spoken to during the inspection speak very positively of the care they and their children receive. They are delighted that their children enjoy coming to the nursery and value the time spent by staff, helping them to settle and become familiar with the routines. Parents feel they are kept up to date and informed about their child's day, learning and development and are very aware of the procedures to follow if they were unhappy with any aspect of care. Many parents have recommended the nursery to their friends and extended family.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY468912
Local authority	Coventry
Inspection number	935449
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	45
Name of provider	Valley House
Date of previous inspection	not applicable
Telephone number	02476 266280

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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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