

Little Swanswell Nursery

Cornerstone Family Centre, Howard Street, COVENTRY, CV1 4GE

Inspection date

10/03/2014

Previous inspection date

30/09/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 requires improvement

- Management and staff fully understand the safeguarding procedures they must follow in the event of a concern about a child in their care. Therefore, children are fully safeguarded.
- Children are making satisfactory progress in all areas of their development because staff plan a suitable range of activities that incorporate the seven areas of learning.
- Suitable partnerships with parents begin at the onset of care as staff spend time finding out about children's individual routines and stage of development. Therefore, their individual care and developmental needs can be met.

It is not yet good because

- Teaching within the nursery is too variable and younger children are not consistently provided with a good level of challenge in some of the adult-lead activities.
- Parents are not consistently encouraged to share their observations of their children's learning at home and some staff do not consistently share with parents their children's individual next steps in their learning.
- Some of the most popular resources are not frequently replenished or duplicated to ensure children can fully participate in their chosen activity.

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 observed activities in the three playrooms and the outside learning environment.
- The inspector conducted joint observations with the deputy manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Hayley Lapworth

Full report

Information about the setting

Little Swanswell Day Nursery was registered in 2010 on the Early Years Register and compulsory part of the Childcare Register and is privately owned. It operates within the Cornerstone Family Centre in Coventry. Children have use of five main group rooms and there is an enclosed area available for outdoor play. The nursery is open from 7.30am until 6pm all year round with the exception of bank holidays. Children attend for a variety of sessions.

There are currently 82 children attending who are in the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 19 practitioners. Of these, thirteen hold appropriate early years qualifications at level 2 and above. 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:

- raise the quality of the teaching by ensuring that adult-led activities more consistently provide younger children with a good level of challenge, by ensuring they are regularly encouraged to 'have a go' and participate more in first-hand experiences
- engage all parents in their children's learning and development by encouraging them to share their observations of their children's learning from home and by regularly sharing with them their children's identified next steps, in order for children to make as much progress as they can.

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

- replenish and duplicate some of the most popular resources, so that children can fully participate in their chosen activity, with specific reference to the sand and cooking utensils.

Inspection judgements

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

Children are making satisfactory progress in relation to their starting points. Staff have suitable knowledge and understanding of the learning and development requirements.

They are aware of the prime and specific areas of learning and plan accordingly, taking into account children's age and level of development. Staff undertake some planned and spontaneous observations of the children's learning. They link their learning accurately to the seven areas and are beginning to identify what children need to do next in order to progress. This information is then used to inform the following weeks planning. All children from babies to pre-school have opportunities to participate in a suitable range of adult-lead and child-initiated activities. However, teaching throughout the nursery is too variable. Some staff in the pre-school room ensure children have heaps of opportunities of first-hand experiences, they are regularly encouraged to 'have a go' and are effectively supported. However, this approach to teaching is not consistently applied by staff working with the younger children. For example, during a cooking activity, staff weigh all the ingredients, share out the resources and pour the milk and eggs into the ingredients. Therefore, this impacts on the progress the younger children's make. Some parents are successfully involved in their children's learning and development. For example, at the onset of care parents are asked to share what they know in relation to their children's current stage of development. This helps the staff to plan for their learning in the very early days. All staff share with parents the activities their children have been involved in. Some staff encourage parents to share their observations of their children's learning at home and they share with them their children's next steps in their learning. However, this practice is not consistently implemented by all staff throughout the nursery. Therefore, not all parents are fully informed or effectively involved in their children's learning.

Children with English as an additional language and special educational needs and/or disability are suitably supported. In the initial stages of care staff find out words that the children know and use at home. This helps the staff to know what the children are saying, therefore, helping them to settle and communicate. The nursery provides children with a suitable range of resources appropriate to children's interests and stage of development. However, some of the most popular resources are not frequently replenished or multiplied to ensure children can fully participate in their chosen activity, for example, the sand in the sand pit and mixing bowls and big spoons for cooking.

Children's language and communication skills are suitably supported. Babies enjoy looking at books with staff and children in the pre-school confidently communicate with visitors to the nursery. Older children have good opportunities to develop their early literacy skills. They have many opportunities to write for a purpose and participate in interesting activities that support their interests. For example, they show an interest in letters in the alphabet and are encouraged to write them down. Children talk about the letters they have drawn, they accurately identify letters that are part of their own names. Staff extend their learning further by commenting that the same letter is also in their second name. Staff support the children's learning effectively when children express difficulties. For example, staff swiftly respond and offer them stencils to help them to draw and form letters. In addition, when children have difficulty fitting their pencils into the stencil they are involved in a full conversation about thick and thin writing implements. They compare them and discuss which works best and why. Therefore, they are learning mathematical skills and language and understanding difference. This practice effectively supports their development in readiness for the next stage in their lives, for example, going onto school.

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

Children's emotional well-being is suitably supported. Settling-in procedures ensure the staff know about children's individual routines, likes, dislikes and their current stage of development. Babies are cared for by staff who are warm and sensitive towards their needs. Staff build secure attachments with the babies who are not yet mobile by regularly sitting on the floor with them as they play. Toddlers enjoy being able to access the staff at their level and regularly toddle towards their favourite member of staff for a cuddle. The key person system is successfully implemented and parents know who their child's key person is. Therefore, parents are fully informed. Children are suitably supported as they move through the nursery and onto school. For example, the existing and the new key person discuss how the move can be most effectively managed to ensure a smooth transition. Teachers from local schools visit the nursery to get to know the children prior to starting school. With parental permission staff share their knowledge of the children. This helps the children to settle and ensures a consistent approach towards their education and care.

The handling children's behaviour procedure is suitably implemented, staff use distraction techniques as means to reduce undesirable behaviour. Children are beginning to learn right from wrong as the staff team suitably support them to understand their expectations for good behaviour. For example, toddlers are reminded not to take toys from one another and play nicely with their friends. Staff explain to older children why they need to be kind to one another and share the toys, such as the football in the outdoor area. Some staff are very polite to the children, they say 'pardon' when they cannot hear what they are saying and apologise to them when they have had to move away from an activity. Therefore, children are learning to use good manners, therefore, enhancing their personal and social development.

Staff meet the children's care needs by supporting them with toileting and routinely changing their nappies. Children are beginning to learn about their own good health and the importance of a good diet. For example, some staff talk to the children about why they need to wash their hands when they have been to the toilet. There is a planned routine in the nursery to ensure all children access playing outdoors each day. Each room has three designated times per day in which to take their children outside to exercise in the fresh air. The meals that are provided have been planned in conjunction with a health nutritionist. They cooked on site, are healthy and enjoyed by the children. Snacks each day include a variety of fresh fruits, for example, children readily tuck into kiwi, melon and mango. Therefore, they try fruits that are less familiar with and their nutritional needs are being met. Children are beginning to learn about their own safety, for example, staff remind young children not to climb on the musical instruments as they will fall.

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

The leaders and managers in the nursery have a good understanding of the requirements to safeguard children. Following a recent allegation about a member of staff mishandling a child and appropriately notifying Ofsted, the provider followed their procedures and was

advised to carry out an internal investigation. A full investigation took place into the circumstances of the allegation. The leaders and managers took advice from Coventry's Safeguarding Children's Board and through their investigation found that no further action was necessary. Supervision of the children is good and ratios of staff to children are met at all times. Staff attend safeguarding training to ensure their knowledge is kept up to date and they are confident in identifying possible signs of abuse. Risk assessments are suitable and staff minimise risks to children by following the nursery's health and safety procedures. Staff are well deployed and recruitment and selection procedures ensure that all adults employed at the nursery are suitable to work with children. For example, Disclosure and Barring Service checks are completed on all staff.

There is some capacity for continuous improvement. The nursery has undergone a lot of changes with regard to staff leaving the nursery. This has resulted in some staff feeling a little unsettled and changes to children's key persons. The management team is beginning to monitor the educational programmes and staff's practice. As a result, children's learning needs are sufficiently met. Staff are encouraged to consider their own training needs and where they feel they need additional support. Consequently, all staff have opportunities to progress in their professional development. Required policies and procedures ensuring suitable management of the provision are in place. At the last inspection a number of actions were raised. These actions have been satisfactorily addressed. Consequently, this has positively impacted on children's safety, the children's language and communication skills, the accessibility of records and evaluating the service. Through the self-evaluation system management have identified that the children aged two and three years would benefit from more space and all children would benefit from flexible use of the indoor and outdoor areas.

Some arrangements have been established to promote inclusive practice. For example, staff are aware of the importance of building relationships with other professionals and providers where children attend more than one setting, therefore, ensuring a consistent approach towards children's education and care. The staff team are welcoming towards visitors and friendly towards children and their families. For example, on a Monday morning staff take time to find out how the children have been over the weekend. A total of eight parents spoke to the inspector during the inspection day. The majority of the parents are happy with most aspects of the nursery. They share that their children are happy coming to nursery and the staff are always friendly towards them. They especially appreciate that their children are learning to speak in English. Some share they are informed about their children's development and their next steps in their learning.

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	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	EY414744
Local authority	Coventry
Inspection number	953937
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	82
Name of provider	Paradise Mobile Creche Ltd
Date of previous inspection	30/09/2013
Telephone number	02476 633 899

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

