

# Capellas Nursery

656 Kenilworth Road, Balsall Common, COVENTRY, CV7 7DY

<b>Inspection date</b>	17/04/2014
Previous inspection date	05/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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

- Practitioners have a good understanding of how children learn. They make the most of opportunities to promote children's learning through play. As a result, children make good progress in all aspects of their learning and development.
- Children are motivated, confident and enthusiastic learners. The successful key-person system enhances the relationship with children and their families very well. This means that children develop secure and trusting relationships with their key person.
- There is a strong focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement; this helps them to develop many new skills and supports their enjoyment and well-being effectively.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements. Practitioners have a thorough understanding of how to keep children safe and potential risks to children are minimised through effective safeguarding and risk assessment policies and procedures.

### It is not yet outstanding because

- Opportunities for children to further extend their creative skills by exploring a range of art, craft and mark making materials in their own time have yet to be fully extended.
- There is scope to improve the organisation of space indoors to ensure all children have inviting and cosy quiet spaces where they can sit and relax to support their overall well-being and comfort.

## 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 taking place indoors and outside. All playrooms were in use with the exception of the baby room on the first floor in the new part of the premises.
- The inspector talked to practitioners and children and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including practitioner suitability checks, children's development records and policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Jacqueline Nation

## Full report

### Information about the setting

Capellas Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings registered under Capellas Limited. It operates from a converted house situated in Balsall Common in Coventry. Care for children is provided over two floors of the premises and there is no lift access to the first floor. There is an enclosed garden available for outdoor play. The nursery serves the local and surrounding areas. The nursery employs 25 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 to 6, including two staff with a Foundation Degree, one with a BA Honours Degree and one with Early Years Professional Status. A cook and an office manager are also employed. There are currently 79 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It opens from Monday to Friday, 8am until 6pm, all year round, except for bank holidays. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It 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:

- develop further the learning environment for children to include accessible art, craft and mark making materials to further enhance children's creative skills
- identify areas within the playrooms where children can spend quiet time and relax, to enhance their well-being and comfort.

### Inspection judgements

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

Children are motivated and independent learners, who enjoy their time at this welcoming nursery. They make good progress in all areas of learning and development. This is because they participate in a wide range of activities and play opportunities linked to their individual interests. Access to outdoor play is very good and older children benefit from being able to move freely between indoors and outside. Practitioners make systematic observations and assessments of each child's achievements to help identify learning priorities. The planning overview is updated every term to make sure any gaps in children's learning are identified and planned for. Parents are encouraged to be involved in children's learning and their views and suggested activities to meet their child's development needs are incorporated into planning. A good balance of adult-led, freely

chosen and child-initiated activities are delivered well by practitioners, who are motivated by providing meaningful experiences which promote children's enjoyment and achievement. Therefore, children make good progress in their learning and development.

Teaching is securely based on practitioner's thorough knowledge of the Early Years Foundation Stage and how children learn. Practitioners make good use of opportunities to promote children's learning by showing, explaining and posing questions to enhance children's thinking and learning. For example, children respond to questions, such as, 'what happens when?', 'what is it going to be?' and 'do we recognise this number?' Children use their imagination well, play cooperatively and take turns. They fill containers with lentils and 'make cow food' and pretend to 'build a house'. Children learn about the growing cycle and taking care of plants, such as their sunflower seeds. They talk about their plants needing 'water and sun to grow'. Younger children persevere as they try to build the 'biggest tower' and fit the train track together; they are guided well by practitioners in their play. During play children demonstrate their knowledge of space, shape, size and colour, talking about 'big' and 'small' and talk about drawing 'two circle' shapes. The nursery offers children an inviting and interesting environment in which is conducive to good teaching. The provision overall provides a range of good quality toys, which supports children's learning across all seven areas. However, children cannot easily access mark making and art and craft resources. This means they cannot always freely explore their own creativity and develop ideas that are important to them. Furthermore, while children do have calming and quiet experiences through the day, there is room to improve the organisation of space to ensure all children have inviting and cosy quiet spaces, where they can sit and relax to support their overall well-being and comfort.

Practitioners interact spontaneously with children, engaging in them in conversation and promoting their language and communication skills. Babies and younger children are encouraged through being physically close, making eye contact and using touch and voice to provide opportunities for early conversation. Babies and younger children are able to move around at their own pace and play with many bright and colourful discovery toys. They listen to stories, sing action songs and try to copy animal sounds, such as a monkey and a lion. Babies and younger children take part in a wide range of play experiences to develop their senses as they explore the contents of their treasure baskets and feel the sensation of gloop as they use their fingers to make marks. Their physical skills and confidence are fostered well. They have opportunities to play outside and confidently pull themselves up on the balance bar and begin to cruise around the furniture. Babies and younger children also benefit from weekly visits to a local toddler group. They can see what is happening in the local community as they sit in their 'travel train'. In the group they meet and play alongside other children and this helps develop their social skills and confidence. Children's understanding of the world is successfully promoted. Older children explore the local area and engage in a good range of experiences, such as, nature walks, visits to the park, library and local train station. Overall, children are supported well to acquire the skills and capacity to develop and learn and be ready for their next stage in their learning as they move onto school.

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

Children benefit from being cared for in this friendly, child-centred nursery where their well-being is prioritised. Children receive good levels of care from a strong and established team, who have a lovely rapport with children. This results in children who are secure, happy and confident learners. Practitioners work very closely with parents during the settling-in period to gain an insight into their child's unique characteristics, skills and abilities. This close attention to each child's care experiences has a very positive impact on their well-being. All children, from the very youngest baby, show a strong sense of belonging within the provision. Practitioners are attentive and caring; they stay close by to children which make it easier for them to seek comfort when needed.

Inclusion is given good attention and every child and their family is warmly welcomed. Positive attitudes towards diversity and difference help children to learn and value different aspects of their own and other people's lives. Children and families who speak English as an additional language are supported effectively. Practitioners talk to parents about key words in their home language to support children's needs and communication skills. There are effective systems in place to meet children's needs for additional support, they are identified as early as possible through effective information sharing and working closely with parents, other professionals and appropriate agencies.

Children's good health is promoted through appropriate health and hygiene routines. They are well-nourished and a range of nutritious snacks and meals are provided. There is a strong focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement; this helps them to develop many new skills and supports their enjoyment and well-being effectively. Children's personal, social and emotional development is supported extremely well. All children develop close relationships which are warm and caring, which leads to the growth of their self-assurance and well-being. Children are encouraged to feel free to express their ideas and are provided with experiences which help them develop a positive sense of themselves and others. Children's independence skills are fostered well. Older children pour their own drinks, butter their crackers and put their shoes on to play outside. Children have good opportunities to learn about keeping themselves safe. Practitioners talk to older children about road safety and they walk in pairs while on outings holding onto their 'Rocket rings' to keep them safe. They practise how to cross the road safely using resources to replicate a pedestrian crossing within the nursery; this is also supported with a visit from the local school crossing person who the children know well. Children are prepared well for the next stage in their learning because they are independent and confident. Practitioners forge effective links with local schools to ensure children are offered good levels of support at times of transition. Teachers are invited to visit the nursery and this makes the transition process for children a positive experience.

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

Leadership and management of the nursery are good. The manager and practitioners work well as a team and this contributes to the smooth running of the nursery. There is a

common sense of purpose between the established team, who work well together to ensure all children achieve well. Well-targeted plans for improvement are in place through self-evaluation and reflective practice. This means there is continuous improvement within the nursery and in children's learning and development experiences. Safeguarding children is given good attention because practitioners have a thorough knowledge and understanding of the procedures to follow should they have a concern about a child in their care. Practitioners demonstrate a good level of commitment to promoting children's safety and well-being. Children are cared for in a safe and secure environment. Risk assessments are in place and cover all aspects of the premises and outings. Practitioner deployment is effective and children are supervised at all times while indoors, outdoors or on outings. This ensures children's safety and welfare.

Recruitment and vetting procedures are robust and include Disclosure Barring Service checks to ensure practitioners are suitable for their role. Practitioners' ongoing suitability is supported through effective systems for appraisals and performance management. The process for managing practitioners' professional development is good, resulting in a well-qualified and motivated team who continually take up opportunities to enhance their knowledge and skills by attending training. Following training new initiatives are introduced in the nursery, an example of this is the 'My learning story' books for individual children, which also helps parents to be involved in their child's learning at home. The management team have good systems in place to monitor the effectiveness of the educational programmes. They have regular room and management meetings and work closely with practitioners to assess the quality of teaching and learning. Planning, observation and assessment documents are reviewed and monitored to make sure children's progress is tracked accurately and any gaps in learning are identified and planned for.

Partnership working with parents and other agencies is well-established and supports children's needs. Practitioners understand that they play a key role in working with parents to support their children's care, learning and development. Practitioners make parents feel welcome at all times. Parents receive detailed information and are kept well-informed about the provision. Parents are kept up-to-date about their children's achievements and progress. They are encouraged to share what they know about their child, which helps strengthen the link from home to nursery and significantly contributes to their learning. Parents speak highly about the nursery and some say 'It's brilliant' and their children 'love being at the nursery'. They are impressed about how their child's confidence has developed and the progress they make in their learning. Parents say they 'love the ethos of the nursery' and say practitioners 'really care about their children'. Overall, children enjoy attending this very welcoming nursery where they develop positive relationships with their peers and the underpinning skills needed for their future success as they move on to school.

### **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>	EY381774
<b>Local authority</b>	Solihull
<b>Inspection number</b>	960954
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Capellas Ltd
<b>Date of previous inspection</b>	05/03/2009
<b>Telephone number</b>	01676532853

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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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