

# St Mary's Day Nursery

365 Bell Green Road, COVENTRY, CV6 7HD

## Inspection date

29/05/2014

Previous inspection date

29/11/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

|  |   |
|--|---|
| 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

- The overall standard of teaching is good and there is an interesting educational programme that covers the seven areas of learning. Consequently, all children, including those with special educational needs and/or disabilities and English as an additional language, make good progress.
- The management team have taken swift and decisive action to address the issues raised at the previous inspection. Consequently, the overall quality of the nursery has improved significantly.
- Children are protected through a safe environment and robust policies that staff fully understand and implement effectively.
- Parents are engaged with their children's learning. As a result, there is a strong link between the nursery and home. This has a positive effect on children's development.
- Children make meaningful attachments with sensitive and affectionate staff, in particular their key person. This means their emotional well-being is secure.

### It is not yet outstanding because

- Occasionally, planned activities do not fully extend children's critical thinking skills. Accordingly, their ability to learn for themselves is not always maximised.
- The youngest children do not always fully benefit from the outside area because some opportunities to maximise their physical development are overlooked.

## 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 toured the premises with the manager.
- The inspector observed activities in the main playrooms and the outdoor area.
- The inspector checked policies and the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents.
- The inspector held a meeting with the manager and nominated person.

## Inspector

Ben Hartley

## Full report

### Information about the setting

St Mary's Day Nursery registered in 2007 and is privately owned. It is registered on the Early Years Register and 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. There is an enclosed outdoor play area at the rear of the building and another garden area at the front of the building. There are currently 62 children on roll 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 12 staff employed to work directly with the children. Two members of staff have degrees in Early Years and Childhood Studies. Nine 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 further improve the quality of the early years provision the provider should:

- enhance planned activities further to provide children with additional opportunities to develop their critical thinking skills
- maximise the use of the outdoor environment, in particular for the youngest children, in order to provide even more opportunities for them to extend their physical skills.

## Inspection judgements

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

There are an interesting range of activities and experiences for the children to take part in that appropriately cover all seven areas of learning. This includes a range of interesting and creatively planned activities. For example, children playing and manipulating shaving foam in order to create shapes. Additionally, the children really enjoy the opportunities they have to use various tablets and computers throughout the nursery. For example, within the pre-school room there is an interactive computer with a large screen that allows children to interact and utilise their skills. There are smaller handheld devices that the children are skilled in using. Planning and assessment are both accurate. Accordingly, activities are tailored to children's individual learning needs. Good support is provided to children with English as an additional language. For example, staff carry small cards that are used to help children in their understanding. Furthermore, some staff speak multiple

languages and this gives children comfort and understanding in their early stages within the nursery. Planned activities interest and engage the children and accordingly, they enjoy their learning and are engaged within their play. However, some planned activities are quite simple and this means children's critical thinking skills are not always extended consistently. For example, during a parachute game children remain engaged and enjoy the activity. However, staff do not fully extend children's learning through pertinent open questioning or changing of the activity to stretch the children further.

Quality teaching ensures that all children, including those with special educational needs and/or disabilities and English as an additional language, make good progress in relation to their starting points. Children are well prepared for the next stages in their learning and are becoming increasingly independent in terms of their skills. For example, at snack time children are given opportunities to pour their own drinks and cut their fruit. This enables them to develop their physical skills as well as learn about the importance of healthy eating. The development of these physical skills, as well as other key areas of learning, ensures that children are well prepared for school. The children demonstrate their eagerness to learn more about subjects that interest them. For example, the nursery staff are currently organising a life cycle project involving butterflies. This has been linked to many areas of learning and is enabling children to learn more about the natural world around them. Children demonstrate the characteristics of effective learners through their play. For example, they are able to sustain their attention in their chosen activities for a significant period of time. Additionally, children demonstrate their communication skills in conversations with their peers and adults. They are able to share toys and resources with their friends and this is managed effectively by the staff.

Regular and robust assessments are routinely undertaken and used in order to inform planning. For example, staff ensure that long observations are completed regularly on each child to support the shorter observations made as children play. These are both used to inform planning of activities that promote the children's individual learning needs and ensure that the assessments being undertaken are accurate. Staff show a strong knowledge of the children and their families and support their needs. For example, some staff communicate with parents in their home language to ensure that any messages are clear and understood. Additionally, there is a good settling-in procedure for new children, and staff spend a great deal of time with parents ensuring they have a good understanding of their child's needs. Children within the baby room have a daily diary that facilitates two-way communication. This ensures that staff receive messages relating to the children and information is shared formally with parents. The daily diary contains information, such as nappy changes, food and drink intake as well as information relating to children's learning. This continuous link with the home environment supports children's learning and development. Parents comment on the warmth and welcoming nature of the staff within the nursery and feel very comfortable leaving their children in their care.

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

Staff within the nursery have a very caring and affectionate nature and this means that children, in particular the youngest children, are making secure attachments. There is an effective key-person system, and this supports further engagement with parents and

means the children become familiar with the adults within their room. As a result, children's emotional well-being is secure. Staff are positive role models and this means that children demonstrate positive behaviour within the nursery. This results in a calm environment that allows learning to be the focus and means children are becoming increasingly confident to explore their surroundings. Children generally share resources well and staff positively encourage turn taking. For example, while the staff are sitting with children playing on the tablet, they are given clear expectations and informed when their turn will be over. Children are settled within the nursery and remain so for the duration of the time they spend there. Routines are well organised and managed well by the staff. For example, because of the low number of children during half term, the children are grouped together during the morning and moved to their rooms well throughout the day. Care routines and other relevant information are shared effectively with parents.

Children are increasingly learning how to manage their own personal hygiene. For example, they wash their hands prior to snack and meal times with minimal support from staff. The outdoor environment has been developed well, and now includes a growing area for children to learn about life cycles and the world around them. However, the outside learning environment is not always utilised as effectively for the younger children. For example, while the youngest children within the baby room enjoy exploring the climbing equipment that is located within their room, the resources that are available to extend these skills further outside, are not always used consistently. Consequently, young children's physical development is not always maximised. Children are given access to additional outdoor materials, such as painting, sand and water, and this enables them to take their learning onto a larger scale. Children are also given opportunities to take manageable risks within their play. This means that they are learning to keep themselves safe. The nursery makes use of the local area and environment to further children's learning opportunities.

Positive measures are in place to promote healthy eating for children and the nursery provides a balanced nutritious menu that the children enjoy. Breakfast and snacks are prepared in the hygienic kitchen area, and the lunch is delivered fresh daily from a local provider. Care routines are well managed and staff encourage young children to learn to toilet train, providing warm praise for their achievements. Consequently, young children are learning to manage their own personal hygiene with minimal support from staff. Nappy changes are regular and transition arrangements within the nursery are considered well. For example, children often share spaces and experience the different rooms. This ensures that they become familiar with their surroundings and allows them to begin to develop relationships with staff. Furthermore, the staff sensitively determine the appropriate time for the children to move, based on their development. Accordingly, children make transitions freely within the nursery.

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

The nursery has robust safeguarding procedures and this helps to keep children protected. Staff have a good understanding of the policies and procedures in place in order to safeguard children. There is a robust procedure in place for recruiting new staff, as well as

ensuring the ongoing suitability of current staff. For example, the nursery take up references prior to new staff starting within the nursery and check their suitability. Additionally, current staff are asked to update their checks whenever appropriate. This ensures that only suitable adults are allowed access to the children. All staff have attended safeguarding training and this ensures that their understanding is up to date. Furthermore, safeguarding is always at the top of the agenda within the regular staff meetings that take place. The management team demonstrate that they have a very good understanding of their responsibilities and the requirements for protecting children.

The management team has undertaken a robust evaluation of their own practice following the previous inspection, and quickly addressed the issues that have been raised. This has resulted in a sharp increase in the overall quality of the nursery. The nursery has had a single monitoring visit from Ofsted since the last inspection. They have taken decisive action to address previous actions raised and this has been sustained. Additionally, their own priorities for improvement have been identified and worked upon. Staff have refined and developed their own knowledge and this has led to an increase in the quality of the teaching and activities provided for the children. Furthermore, the management team are robust in their monitoring of the overall quality. This means there is a focus from all staff to sustain this increased quality. For example, the manager undertakes reviews with the staff very frequently to address positives and areas for development within their practice. Additionally, they thoroughly review children's learning journeys in order to identify any areas that need addressing as well as to ensure assessments are accurate. The staff team are highly qualified and this has a positive effect on the overall quality of teaching within the nursery. Furthermore, staff are seeking to extend their qualifications further and are given good support from the management in order to help them achieve this.

There is a drive and passion from the nursery to ensure there is a quality experience for children and their families. The nursery has developed successful partnerships with families and share information with them well. For example, following a consultation with a parent, a successful referral has been made to the speech and language therapist. The nursery has since worked with both the parent and agency to develop an individual care plan for the child. This has significantly enhanced the child's development and demonstrates the individualised learning that is provided for all children. Additionally, the nursery has worked with the local authority to drive through the improvements that have been identified. This has helped to significantly increase the overall quality of the nursery.

### **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>     | EY365814                 |
| <b>Local authority</b>             | Coventry                 |
| <b>Inspection number</b>           | 968400                   |
| <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>      | 40                       |
| <b>Number of children on roll</b>  | 62                       |
| <b>Name of provider</b>            | Kawal Aujla              |
| <b>Date of previous inspection</b> | 29/11/2013               |
| <b>Telephone number</b>            | 024 76688450             |

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

