

# Stoke Green Day Nursery

30 Stoke Green, COVENTRY, CV3 1AA

## Inspection date

17/07/2014

Previous inspection date

26/04/2012

## The quality and standards of the early years provision

**This inspection:**

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

- Staff observe, assess and plan for individual learning effectively to ensure that children are consistently challenged to reach the next stage in their development.
- Children's good health is given a high priority. They enjoy activities equally in the outdoor and indoor play environment and the food provided for them is cooked fresh daily and is healthy and nutritious.
- Staff successfully identify and minimise risks in playrooms and outside. Children are safeguarded because staff are aware of their responsibilities to protect them from abuse and neglect.
- Children's social and emotional needs are well met by staff. Relationships are very good and children are happy, sociable and confident learners.

### It is not yet outstanding because

- Staff do not maximise children's thinking and speaking skills with full effect. When talking with children their questions are not always open-ended in order for children to think about what they want to say and then respond.
- Opportunities for decision making are not maximised for older children at lunchtime. This is because they do not serve their own lunch or choose cutlery that matches their skills and is appropriate for the food they are going to eat.

## 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 playrooms and in the outdoor learning environment.
- The inspector held meetings with the manager and the deputy of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full report

### Information about the setting

Stoke Green Day Nursery was registered in 2011. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery is in Coventry and operates on the ground and first floors of a converted house. There is an enclosed outdoor play area. It is open all year round, Monday to Friday from 8am to 6pm. There are currently 74 children on roll. Children are in the early years age group and attend on a full and part time basis. Children are able to attend for a variety of sessions. The nursery provides funded early education places for two-, three-, and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 11 members of staff who work directly with the children. Of these, 10 hold early years qualifications. The manager and deputy are qualified at level 5, two staff are qualified at level 4, five at level 3 and one at level 2.

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

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

- extend children's speaking skills by more consistently asking them open-ended questions and giving them to think about how they want to respond
- extend opportunities for children to make decisions for themselves, with specific reference to giving older children the opportunity to serve their own lunch and choose cutlery that promotes their skills and is appropriate for the food they are serving.

## Inspection judgements

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

Children make good progress. Individuals are supported well because each key person's knowledge and understanding of how children develop and learn is good. Children are challenged effectively to ensure that they reach the next steps in their learning because planning for learning is tailored to individual needs. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in the nursery and at home. Staff support children well so that they develop skills in readiness for nursery class and school. Children with special educational needs and/or disabilities also receive good support. Staff are aware of the requirement to provide parents with a progress check between the age of two and three years and complete these when necessary.

Children choose from a good variety of resources that are safe and meet their development needs well. They are confident, happy and settled. Resources for babies promote their sensory experiences effectively. They explore paint, water, sand, different fabrics and shredded paper. They enjoy listening to the sounds they can make when they tap metal containers with wooden sticks. Babies communicate their wants and needs through facial expression, gestures and the sounds of their voices. Staff interpret babies' needs well and encourage language development because they repeat the sounds and words that babies say. Older babies successfully repeat back what staff members say. Babies and children who speak English as an additional language are supported well so that they speak their home language as well as learn to speak English. Staff and parents work well together so that staff can assess progress in both languages. Older children's speaking skills are developing well. They express themselves confidently and engage in conversation with their friends as they join together for their chosen activities. Staff generally promote communication and language development effectively. However, they do not always extend children's thinking and speaking skills with full effect. This is because questions are very occasionally closed, and when questions are open-ended, staff sometimes answer themselves before children have the opportunity to do so.

The toddler room children enjoy exploring different textures and staff are supporting them effectively in learning different colours while they do so. For example, the colour they are focussing on currently is red. A group of children are supported in extending their vocabulary as they describe 'shiny' red ribbon, 'soft' red fabric and 'sticky' glue and red paint. Children are fully involved in the activity and concentrate well as they first of all put the white glue on their red paper and then cover the glue with the red paint. They demonstrate good skills as they use glue brushes and paint brushes. Staff are encouraging the toddlers to share and take turns and they ask children to share the glue and paint pots between two. Children practise manipulative skills while they play with a range of toys that are safe and are appropriate for their stage of development. Older two-year-olds and children aged three and four years enjoy continual access to graphics in their play room and pencil control is developing well. They learn to recognise their names as they are encouraged to collect their name card from the graphics area so that they can copy it and label their pictures. Their mathematical learning is also promoted well by staff. For example, children compare and talk about different sizes while they play with small toy bears. They use cards to create patterns by placing the toys on the top or re-create the pattern for themselves. Older children enjoy flexible use of the indoor and outdoor play environment. On a daily basis staff ensure that their choice of activities includes a link with science and nature, exploratory play, toys linked to mathematical learning, small world, construction, information communication and technology, mark making and role play.

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

Children are supported well in the transition from home to the nursery setting, in a manner sensitive to their different needs and those of parents. Children's personal, social and emotional development is given a high priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is good. Children are settled, happy and confident. Staff encourage children to play cooperatively with others, share and take turns. Children behave well and behaviour is consistently

managed by staff with use of positive reinforcement in order to boost children's self-esteem. Children are well prepared for the next stage of their learning and transitions to other settings and school. For example, moves within the nursery addresses children's emotional needs because it is well organised and children are emotionally prepared for the move to school because reception class teachers are invited to visit children in the nursery. Good organisation of resources encourages children's independence as they are able to choose and easily select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals.

The nursery environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they know why they must not run in the playrooms, they learn how to cross the road safely and they regularly practise the fire drill. Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively because they are encouraged to be physically active on a daily basis. They enjoy activities equally in playrooms and an outdoor play area. Children understand and adopt healthy habits, such as good hygiene practices, and they learn to manage their own self-care needs. Mealtimes are treated as social occasions and food is healthy and nutritious. However, independence at mealtimes is not maximised. Children are not invited to serve their own food or choose cutlery that is appropriate for their abilities or the food they are going to eat. For example, the table is set with knives and forks for all of the children aged nearly three years and over and the meal is curry and rice.

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

Staff ensure that children's health and safety is protected well. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. Required staff to child ratios are met and staff are deployed effectively throughout the nursery. They assess and minimise risks successfully and strong systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are good and vetting procedures for staff are thorough. The manager makes sure that all staff are aware of their responsibilities to safeguard children. Parents are aware of the safeguarding policy and the Coventry Safeguarding Children Board procedures. The manager ensures that her own and staff members' safeguarding knowledge is kept up-to-date.

The manager and staff use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored in order to ensure children's care and learning needs are addressed well. Staff are successful in ensuring that children make good progress in relation to their starting points. The current priority for improvement is to ensure that recent 'Sustained shared thinking' training is put into practice with full effect by staff to promote children's communication and language development. Recent improvements have been made to the outdoor play area and this is still being developed to ensure that all activities are available to promote learning in playrooms and outside. Processes for staff supervision, performance management, training and ongoing professional development

are good. The provider welcomes advice and support offered by local authority development workers and the nursery is linked to a local quality assurance scheme. The choice of resources is good and books and toys meet children's needs at their different stages of development well.

The partnership with parents is strong because communication between staff and parents is good. This ensures that they work well together to meet children's different needs. Children do not currently attend any other early years provision but staff have experience of linking with other early years providers to ensure a cohesive approach to each child's care and learning. The manager and staff liaise effectively with external agencies or services to ensure children get the support they need. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation and records, including clear accident records are kept up-to-date and in good order.

### **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

<b>Unique reference number</b>	EY430524
<b>Local authority</b>	Coventry
<b>Inspection number</b>	981759
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Stoke Green Day Nursery
<b>Date of previous inspection</b>	26/04/2012
<b>Telephone number</b>	02476 260672

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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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