

Tommys - Coundon

1 Westhill Road, Coundon, COVENTRY, CV6 2AD

Inspection date

31/07/2014

Previous inspection date

25/06/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 have a good understanding of how young children learn through their own interests. They use the information to successfully plan for each child, which ensures they have memorable experiences.
- The key person system is effective and enables children to form strong bonds and develop a strong sense of belonging.
- Children's welfare is effectively supported because thorough measures are taken to keep the premises safe and well-maintained and a range of healthy meals and drinks are provided.
- Safeguarding arrangements are effective, resulting in the safety and protection of children while in the nursery.
- Leadership within the nursery is good. Effective evaluation of the provision, takes account of the views of parents and staff enabling them to identify areas of particular strength and steps they can take to improve the service for children and families.

It is not yet outstanding because

- Children do not have access to a rich range of information and communication technology resources so that their good understanding of how technology is used in the nursery is consistently optimised.

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 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, especially in relation to the garden.
- The inspector looked at documentation, including the complaints procedure, policies and children's learning journals and checked staff's qualifications and suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

Inspector

Tracey Boland

Full report

Information about the setting

Tommies - Coundon was registered in 2012 on the Early Years Register and compulsory part of the Childcare Register and is one of several nurseries owned by Tommies Childcare Limited. It operates from a converted residential premise in Coundon in Coventry. Children are cared for in four rooms and all children have access to an outdoor play area. There is a ramp leading to the front entrance. The nursery is open from 7.30am until 6pm all year round, with the exception of bank holidays and Christmas. Children attend for a variety of sessions. The nursery receives funding for two-, three- and four-year-old children. There are currently 49 children attending who are in the early years age group. It supports a number of children who speak English as an additional language. The nursery employs nine childcare staff, of whom eight hold appropriate early years qualifications at levels 2, 3 and 4. The nursery 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:

- create further opportunities for children to explore a rich range of information and communication technology resources, for example, by providing remote controlled toys so that their good understanding of how technology is used in the nursery is consistently optimised.

Inspection judgements

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

Children make very good progress in their learning and development. Staff take account of their starting points, which are discussed with their parents at the start of their child's placement. Strong relationships between staff and parents ensure they work in partnership throughout their child's time at nursery. Detailed information gained from parents enable staff to effectively support children's early learning. As a result, children make good progress. Clear and concise observations of children involved in a wide variety of activities enable staff to plan extremely well for their individual learning needs. Photographs are used to support the observations undertaken by staff and displayed in each child's learning journal. Very good relationships with key people in their lives successfully help children to make good progress in line with their interests. Staff are able to effectively support children in their learning and development through a wide range of interesting and challenging activities, which encompass the seven areas of learning. As a result, children gain confidence and skills that prepare them extremely well for the move to school. Children enjoy adult-led and child-initiated activities according to their age and abilities and children confidently select from a variety of resources as they wish to, which helps develop their independence. Parents are actively involved in their child's learning and their comments are sought and included in their child's progress check for children

aged between two and three years. Their child's ongoing assessments are enhanced as they share what they have observed their child involved in at home. This positively supports children's learning.

Staff continually encourage children's language skills, skilfully asking open-ended questions to extend children's thought processes and reinforce what they already know. For example, when reading a favourite story during circle time the member of staff asks children what might happen next and they enthusiastically shout out their answers. When playing in the water staff encourage children to recall past events in their lives, such as when they have been on holiday as they play with a variety of shells. Young children show an interest in toys with buttons, flaps and simple mechanisms and they are beginning to learn to operate them. However, children have fewer opportunities to use programmable toys and to learn how to operate simple equipment in order to fully extend their knowledge of information technology. Babies and young children explore many textures, such as gloop, sand and water. This encourages them to make marks, which are a prelude in developing their early writing skills and enhances their sensory skills. They use small tools and equipment when playing with dough to cut, shape and mould the dough. Children's numeracy skills are enhanced through action songs and rhymes. Resources and activities support this further. For example, while playing with various small coloured animals children confidently identify which are the biggest and smallest and successfully match the colours.

Children enjoy plenty of fresh air and exercise each day as they spend time outdoors where their learning is extended through the activities provided. Children's understanding of the living world is encouraged as they hunt for mini beasts in the digging area. Pictures reflect the insects they may find which helps in their recognition and they use magnifying glasses and bug finders to see them in more detail. Children learn about the wider world through a variety of books, activities and resources that reflect positive images of society. Pictures include different families, disability and same sex relationships. Children share photographs of the special people in their lives which are also displayed at low level for children to see at any time. This successfully encourages children's feeling of security. Children are actively involved in learning about, and celebrating, a variety of cultural events throughout the year and enjoy foods from around the world through the weekly menu. Children who speak English as an additional language see positive images of their own language throughout the nursery. Photographs are displayed of the children and short captions are displayed in the various languages of the children that attend reflecting the fun and enjoyment they are having. This successfully supports children and their families feeling of inclusion.

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

Children are happy, engaged and motivated to learn in this exciting environment. Excellent relationships have formed between staff, children and parents. Children's confidence and self-esteem is continually nurtured through the praise and encouragement they receive from staff and behaviour is very good. Children are reminded of the importance of being kind to their friends, taking turns and sharing the toys and golden rules reflect the behaviour expected of them. These include good sitting, walking feet, kind hands, good

listening and sharing with friends. Staff encourage children as they begin to learn how to negotiate through play while providing support. Children's independence is encouraged superbly throughout the day. Toddler aged and older children are encouraged to become independent with their personal care. For example, they use the bathroom; feed themselves and older children are supported as needed to serve their own meals. Since the last inspection staff have taken appropriate steps to ensure all children have appropriate cutlery and utensils at mealtimes according to their needs and abilities. As a result, children competently use spoons, knives and forks to eat their meals. Children play in a vibrant, stimulating environment filled with children's art work and photographs of them involved in a wide variety of activities. This encourages children to talk to their parents about their day and share their achievements with them. The well-organised rooms encourage children to choose from a wide variety of toys and resources, stored at low level in labelled boxes or on shelves so that even the babies make choices with regard to their play. This continually extends their learning as they make informed decisions about their play.

Staff have a clear understanding of each child's individual needs, routines and interests. Their medical and additional needs are well known and staff deal swiftly and sensitively with minor accidents to ensure children's well-being is assured. All staff hold valid first-aid certificates and share any medical records with parents at the end of each day. This keeps them fully informed of their child's health and well-being. Management monitor accidents to ensure there are no reoccurring issues that need to be addressed. Staff talk to children about keeping themselves safe; for example, taking care when using the large climbing apparatus in the garden and holding the bannister when coming down the stairs from the pre-school room. Children become aware of the fire evacuation procedure, which is practised regularly so they understand the importance of leaving the nursery safely and swiftly in an emergency. All are recorded and evaluated when practised to ensure the procedure remains suitable and children and staff remain safe.

Children benefit from a gradual introduction into the nursery. Time is spent getting to know them and their families, gaining valuable information from parents about their child's 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. Staff are kind, caring and reassuring, which result in babies and children's confidence continually growing and they are well prepared for what happens next. The key-person system effectively supports children's transition through the nursery at all times. As children grow they and their parents spend time getting to know new staff that will care for them as they move rooms according to their ages and abilities. Effective handover systems ensure children's progress and development is well known by staff, which supports children's feeling of security. Children's health and well-being is assured through the wide variety of freshly prepared, nutritious foods provided by the nursery each day. Children's individual dietary needs and preferences are well known by staff and taken into account at all times. Effective routines for the preparation and presentation of foods ensure children do not come into contact with any foods that are unsuitable for them. Mealtimes are a very social occasion where staff and children chat about their day and the activities they have enjoyed. Toddlers and older children have the opportunity to have their lunch together enabling siblings to see each other and older children to act as good role models for the younger children. Staff place great importance on the emotional

needs of the babies and their individual needs are met sensitively throughout the day. Nappy changing routines and toileting needs ensure their comfort is maintained throughout the day. Children sleep as they need to and routines ensure that their comfort is maintained. Staff monitor babies and children as they sleep so they remain safe. Children's understanding of being healthy is enhanced as they benefit from plenty of fresh air and exercise. Babies have many opportunities to develop their physical skills and low-level furniture encourages them to pull themselves to standing and explore the environment around them. Older children enjoy exercising in the garden using a variety of equipment including a climbing frame, a variety of balls and sand, water and messy play continually broadens the opportunities for them to learn. As a result, they become capable, confident learners.

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

The provider understands and is clear about informing Ofsted of all significant events. The nursery recently notified Ofsted of two incidents relating to the supervision of children in the garden. The provider reviewed the risk assessment and the safety policy; installed further locks and high handles on the garden gate and front door and staff have undergone additional in-house safety training in order to prevent a reoccurrence and to keep children safe. The inspection found that clear procedures are in place to ensure that children enter and exit the garden safely. Staff are effectively deployed so that children are well supervised to ensure they are kept safe. Management and staff are fully aware of their role and responsibility in protecting children in their care from abuse and neglect. They are fully conversant with the procedures they must follow in relation to any concerns they may have about a child in their care. Detailed risk assessments effectively identify potential risks within the nursery and the steps taken by staff to minimise them. Therefore, all areas used by the children are safe and secure. Visitors to the nursery are effectively monitored and a record of their visit maintained. Recruitment and selection procedures are secure and Disclosure and Barring Service checks are completed on all staff. Therefore, ensuring they are safe and suitable to work with children. The management team effectively monitor the staff's practice through regular observations and formal appraisals. Staff are proactive in enhancing their knowledge and skills in the childcare field and training needs are appropriately identified. All required policies and procedures that ensure the effective management of the nursery are in place and regularly reviewed. Staff work within the boundaries of confidentiality at all times, which ensures children's safety is maintained.

There is secure capacity for continuous improvement and both recommendations raised at the last inspection have been fully addressed. This has had a positive impact on the children's feeling of value and inclusion, and the introduction of age-appropriate utensils at mealtimes means children's independence skills continually develop. The management team effectively monitor the educational programmes and support staff appropriately to ensure the high quality care is maintained. As a result, children's care and learning needs are met very well. Effective arrangements are in place to promote inclusive practice. Children and families who speak English as an additional language are also fully included. Staff find out about the language they hear and speak at home and use words and

sentences alongside photographs of the children involved in activities so parents understand their child's play and learning. Staff understand 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.

Strong partnerships between parents and staff have developed. All parents and children are greeted by a member of staff each day and listen intently to what parents and their children have to say. Secure arrangements are in place to share information with parents about their child's learning and development and regular parents' evenings take place to discuss their ongoing progress. Staff also inform parents each day about their child's day and general well-being. This includes information regarding their child's food intake, sleep and achievements during the day. Therefore, parents are fully informed about their children's care and well-being. Parents spoken to at the inspection speak very positively about the nursery. They feel staff are very helpful and approachable keeping them up to date with their child's day, their learning and progress. They are aware of the policies and procedures that are in place and who to talk to should they have any concerns about any aspect of the service they receive. Parents feel that their children enjoy their placement at nursery and feel that they have had a good start at the nursery and have made some lovely friendships with staff and children.

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	EY447473
Local authority	Coventry
Inspection number	983480
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	49
Name of provider	Tommies Childcare Ltd
Date of previous inspection	25/06/2013
Telephone number	02476591767

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

