

Precious Moments

31 Links Road, COVENTRY, CV6 3DQ

Inspection date

04/12/2014

Previous inspection date

05/07/2011

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

- The manager and staff observe, assess and plan for individual learning effectively to ensure that children make good progress. Planning includes children's interests and their preferred learning environments. Therefore, children thoroughly enjoy their learning through the staff's good teaching skills.
- Children are fully safeguarded because management and staff are fully aware of their responsibilities in the event of a child protection concern. Staff deployment is very effective and therefore, children are well supervised at all times.
- Secure partnerships with parents and other professionals have been developed. Therefore, children are provided with care and learning that specifically meets their needs.
- There is a strong commitment to continuously review and improve. The manager and staff accurately identify their strengths and areas for improvement. This ensures positive outcomes for children and their families.

It is not yet outstanding because

- Staff do not always wipe babies' noses frequently enough to ensure the spreading of germs is effectively minimised at all times.
- Younger children are not always effectively encouraged to explore and use a variety of tools, this is with specific reference to handling spoons at snack time.

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 playrooms and the outside learning environment.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector held meetings with the manager and spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from documentation completed by them.

Inspector

Hayley Lapworth

Full report

Information about the setting

Precious Moments was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is a privately owned nursery and operates from a converted house in Radford, Coventry. Children are cared for in three rooms, two on the ground floor and one on the first floor. An outdoor play area is available at the rear of the nursery. There are currently 45 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It opens five days a week, from 7.30am until 5.45pm, all year round, with the exception of bank holidays, one week at Christmas and two weeks in the summer. Children attend for a variety of sessions. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are 11 staff employed to work directly with children, eight of whom hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- extend the good hygiene practices further to prevent the spreading of germs, for example, by wiping babies' noses more frequently
- support babies and younger children consistently to explore the use of a variety of tools, for example, by providing them with spoons to handle at snack time.

Inspection judgements

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

The quality of teaching is good and as a result, children are making good progress in relation to their starting points. Individuals are supported well in their learning because their key persons' knowledge and understanding of how young children learn is good. Children are challenged to progress to the next steps in their learning because the monitoring of their development is effective. Staff complete planned and spontaneous observations of children's learning. They accurately assess where the children may need additional support or if they are ready to move on to the next stage. This information is then used to inform the following weeks planning. Children's individual interests and their preferred area of learning, such as the outdoors, are also included in the planning. Consequently, children's learning is specifically tailored to their individual needs. All children have opportunities to participate in a good variety of both child-initiated and adult-lead activities. The activities and resources are stimulating and regularly rotated to ensure children have access to a broad range of learning materials. The nursery staff review their resources effectively in order to ensure they can continue to support

children's emerging interests. As a result, children remain engaged, have fun and thoroughly enjoy their learning. Parents' contributions towards their children's learning and development are valued. For example, at the onset of care parents are asked to share their knowledge of their children's interest and current stage of development. Consequently, staff can plan activities they know children will enjoy, thus, helping them to settle. Staff regularly ask parents to share their observations of their children's learning at home and what they have done at the weekend. Staff share their knowledge of children's learning through sending parents emails, sharing their learning journals and verbally discussing their development with them. Staff also provide parents with a written summary of the progress check for children between the ages of two and three years. As a result, parents are fully informed and can be effectively involved in their children's learning.

Children's language and communication skills are effectively supported. Those in need of additional support with regard to their communication and language development are sensitively supported by their key person. Staff provide opportunities for children who speak English as an additional language to use their home language in their play and learning. Therefore, they are developing their home language and a good standard of English. Throughout the nursery, there is a buzz of communication. Children confidently talk to staff and visitors, and are strong communicators who articulate and initiate a wide range of conversations through their play and routines. For example, they talk about their home lives and experiences and explain how to activate the dragon on an interactive computer game. The whole nursery environment is print rich and a good range of books is easily accessible to all children. Therefore, children are surrounded by literacy and beginning to understand that print carries meaning. Staff provide heaps of opportunities for mark making through stimulating activities, such as making patterns in shaving foam, using cars and helicopters, and following letter shapes to form the letters in their names. Consequently, children are developing early writing skills. This practice contributes and supports children in preparation for school.

Inclusion is successfully promoted throughout the nursery. Children with special educational needs and/or disabilities and children with English as an additional language are well supported. Staff successfully enhance children's personal, social and emotional development. They take every opportunity to praise children at mealtimes and in their play and learning. For example, staff praise babies for putting out their arms to be lifted. Staff caring for older children tell them they are 'wonderful' when they correctly name the shape they have printed. As a result, children feel good about themselves and are confident in their surroundings. Children's physical development overall is effectively enhanced. Staff ensure they have regular opportunities to play outside. They provide resources to promote children's skills in climbing, balancing and manoeuvring, and steering wheeled toys, such as small cars and trikes. However, babies and young children are not always consistently supported to develop their skills in the early stages of self-feeding. This is because they are not able to explore the use of a variety of tools, such as spoons, at snack time.

Children's emotional well-being is successfully supported. This is because they are cared for by staff who are sensitive towards their needs. For example, staff listen intently to their requests for a specific activity when they are upset. In addition, babies are comforted and cuddled by their key person when they separate from their parents until they are ready to play. Settling-in procedures are organised to ensure that both children and their parents are ready to separate from one another. Parents are effectively supported by staff. For example, in the first few days of care staff send photographs to parents to show them their children are happy and settled in the nursery. Staff spend time with parents, getting to know them and their child. Key persons ask questions about their current stage of development, individual needs and routines in order to mirror the care they receive at home. As a result, the children settle and enjoy their days spent at nursery. Children are effectively supported as they move on through the nursery rooms, to another provider or on to school. With parents' permission, staff share what they know about children with the teachers from local schools and other providers. Therefore, they are supported as they move on to school, which ensures a consistent approach towards their education and care.

Staff successfully implement consistent procedures for handling children's behaviour. Staff are currently reinforcing the two to three year old children's understanding of how to share and be kind to one another. They monitor changes in behaviour and swiftly intervene when children squabble over the most popular resources. Good manners are promoted throughout the nursery; therefore, children are learning to be respectful. This practice supports them in readiness for the next stage in their lives, for example, moving to another provision or on to school.

Generally, good hygiene practices are promoted. Staff effectively support children in preventing the spreading of germs by regularly washing their hands. For example, they are supported to follow hand-washing procedures after caring for and petting the wide range of nursery animals. However, some staff do not always fully extend hygiene practices as they do not wipe babies' noses frequently enough. Children have many opportunities to be physically active and are learning about healthy lifestyles. Staff provide children with meals and snacks that are healthy and nutritious, which they thoroughly enjoy. For example, children eat pureed, chopped or whole bananas, cucumber and grated carrots at snack time. Children are beginning to learn about their own safety. For example, they are reminded to walk slowly up the step to the enclosed pet area.

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

The management team and staff are fully aware of their responsibilities to safeguard children. They attend training and are secure in their understanding of procedures they must follow in the event of a concern about a child in their care. All staff are aware of the signs and symptoms of child abuse and their designated person for child protection. The safeguarding policy is shared with parents and includes the procedure to be followed in the event of an allegation made against a member of staff. Risk assessments are

completed and action is taken to minimise risks to children. Staff are deployed exceptionally well and supervision of the children is good. For example, the management team monitor the ratios and children needs in each room in order to successfully deploy additional staff and students where they are needed most. Recruitment and selection procedures ensure that all adults employed at the nursery are suitable to do so. For example, Disclosure and Barring Service checks are completed on all staff and students. Therefore, children are successfully safeguarded.

Staff are dedicated to continuous improvement. Through the self-evaluation system management have identified their strengths and areas for improvement. For example, they identify an area for improvement is to regularly replenish the water in the small duck pond, so that children can enjoy watching the ducks swim and paddle. They share that they feel their strengths are partnership working with parents and supporting children's language and communication skills. Management have successfully addressed the recommendations raised at the previous Ofsted inspection. Consequently, this has positively affected children's learning and development, and the accuracy of information provided to parents. Management ensure that staff have opportunities to progress in their own professional development. The manager and her deputy appraise staff and undertake spontaneous observations to ensure their care and teaching is of a good standard. Over half of the staff hold a childcare qualification and arrangements are made for staff to attend training courses. The training individual staff undertake is cascaded to their colleagues. Required policies and procedures ensuring suitable management of the provision are in place.

The educational programmes are effectively monitored and inclusive practice is promoted. For example, staff monitor children's interest in the activities on offer, and adapt and change them if the children are not engaged in their learning. Staff successfully liaise with other professionals in order to meet children's 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. Parents spoken to on the day of the inspection are very happy with the care their children receive. They share that the staff are always friendly and their children want every day to be a nursery day. They especially appreciate the support staff give their children in developing their speech and language.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY410139
Local authority	Coventry
Inspection number	851062
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	27
Number of children on roll	45
Name of provider	Caroline Bernadette Collins
Date of previous inspection	05/07/2011
Telephone number	07792164340

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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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