

Flutterbies Childrens Centre



Flutterbies Childrens Centre, 50-52 Hen Lane, COVENTRY, CV6 4LB

Inspection date 17 April 2015
 Previous inspection date 23 April 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's learning across the seven areas of learning is not maximised by staff because teaching is inconsistent. Some staff members do not sufficiently adapt activities so that children at different stages of development are keen to be involved and are challenged with full effect.
- Staff do not maximise support for pre-school children to learn that print carries meaning.
- Children's physical development is not promoted with full effect because large play equipment does not maximise challenge for older children.

It has the following strengths

- Staff keep their safeguarding knowledge up to date, and they are aware of their responsibilities to protect children from abuse and neglect.
- Babies' needs are interpreted well by staff when they communicate through expression, body language and the sounds of their voices. Staff support the development of babies' speaking skills effectively.
- Children's emotional security is initially addressed well with a settling-in procedure that is agreed with parents. Children are happy and settled.
- Staff support pre-school children's mathematical learning effectively. Children use mathematical language, such as empty and full while they play with containers in sand.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that consistently effective teaching results in all children's involvement in activities that inspire and engage them so that they are all effectively challenged to make best progress.

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

- display signs and symbols in different languages so that pre-school children learn to recognise English and also gain an awareness of other languages in print
- improve opportunities for children to gain physical skills and confidence, for example, by providing more challenging climbing and balancing play equipment.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the company's quality manager and the manager of the setting. She spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children's progress is not maximised by staff. Teaching is variable in quality. Staff do not consistently plan, provide and adapt activities to ensure that all children are interested and challenged. Consequently, children's learning does not always build on what they already know and can do. Children enjoy chatting with staff and their speaking skills are developing well. Children are challenged physically because staff provide toys for them to manipulate that are appropriate for their different stages of development. However, opportunities for children to gain confidence and physical skills through climbing and balancing are not maximised because large play equipment in the outdoor area is limited. Children's creativity with regard to investigating media, such as paint, glue, different fabrics and everyday objects, is promoted well by staff. Some signs and labels in the play environment support children's learning that print carries meaning. However, children in the pre-school room are from a wide range of backgrounds, where children have English as an additional language. There is no print in the pre-school room that reflects different languages and so their learning, and children's awareness of diversity, are not maximised. Overall, children develop the necessary skills that prepare them for school.

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

Children play in a safe and secure environment. The recently decorated premises are clean, light and bright. Children are happy and settled. Parents provide clear information on their child's care needs so that staff can meet these needs effectively. Children's good health is promoted well. They eat healthy food and staff use their food hygiene knowledge effectively to protect children's good health. The outdoor area is used throughout the year for a range of different play activities, and children explore the local environment. Children's independence is continually encouraged. For example, they serve their own meal at lunchtime and they easily select resources for themselves from low-level storage units. The primary strategy for managing children's behaviour is positive reinforcement, in order to boost children's self-esteem and confidence.

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

Staff are aware of their responsibilities with regard to supervising children and protecting them from harm. Procedures and equipment in case of an emergency are in place and suitably stored, ready for use. Recruitment, selection and induction procedures are clear and vetting procedures for staff are thorough. Requirements are met with regard to the percentage of qualified staff. Children's welfare is addressed because staff keep their first-aid and safeguarding knowledge up to date. The recently appointed manager is aware through monitoring of the educational programmes that teaching is variable. As the manager holds Early Years Professional status, she is using her knowledge to assess the quality of teaching. Issues for improvement and training needs are included in supervision meetings held with individual staff. Other priorities for improvement include strengthening the links with local schools to ensure an easy transition for children.

Setting details

Unique reference number	EY418306
Local authority	Coventry
Inspection number	1011728
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	90
Name of provider	Tommies Childcare Ltd
Date of previous inspection	23 April 2013
Telephone number	02476 638 700

Flutterbies Childrens Centre was registered in 2010. It currently employs 10 members of childcare staff. Of these, the manager holds an early years qualification at level 6 and Early Years Professional status, and six other staff hold early years qualifications at level 3 or level 2. The setting is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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