

Sure Start Coventry West

Jardine Crescent, Coventry, West Midlands, CV4 9PL



Inspection date

5 June 2015

Previous inspection date

11 November 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff have an excellent understanding of how children learn through play, exploration and investigation. They provide a very broad range of interesting and rich experiences to promote children's learning.
- Key persons know and understand children's individual interests, needs and skills very well. They expertly plan and adapt adult-led activities, so that they offer appropriate levels of challenge for children's differing capabilities.
- Planning and assessment arrangements are precise and sharply focused. Leaders and staff carefully monitor and track children's progress, and target support to enable children to make rapid progress, in relation to their starting points.
- Children with special educational needs and/or disabilities are extremely well supported. Staff are very sensitive to their individual circumstances and ensure that their needs are met exceptionally well.
- Staff are calm, kind and attentive, they form excellent relationships with children. Children settle quickly, develop confidence and are happy in the setting.
- Children's good health is promoted very successfully. They enjoy healthy snacks and benefit from plenty of opportunities to continue their learning outside in the fresh air. Provision in the outdoor learning area is extremely good.
- Children are safeguarded exceptionally well, as the staff have a thorough understanding of how to implement policies, procedures and safe working practices to ensure that children are kept safe.
- Highly effective systems for sharing information, and working in partnership with parents, carers and other professionals mean that there is a consistent approach to children's care and learning.

What the setting needs to do to improve further

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

- refine systems for working in close partnership with other professionals when completing the progress check for children between the ages of two and three.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and reviewed the nursery's self-evaluation form.
- The inspector took account of the views of the children, staff and parents, spoken to on the day of inspection.

Inspector

Victoria Mulholland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children have plenty of opportunities to explore and to investigate. The environment is thoughtfully organised, so children can help themselves to resources. The well-qualified staff skilfully use their expertise in teaching to extend children's learning. For example, as children fill and empty containers with water, staff help them to explore quantities and measures. They challenge the children to half fill a container, showing them what half full looks like to extend their understanding. The children are keen to try this themselves, which prompts discussion about needing a little bit more, or about being over half full. Staff ask children questions to encourage them to think about what is happening, and to express their thoughts and ideas. Staff regularly check children's progress in developing speech and communication skills. They promptly target additional support on any areas of concern. Consequently, all children, including those who speak English as an additional language, make very good progress in relation to their starting points. Staff carefully consider ways to promote children's early literacy skills and to encourage children to write with purpose. They skilfully weave in opportunities during play and everyday routines for children to count and build on their growing mathematical understanding. Overall, children are extremely well prepared for the next stage in their learning.

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

The key-person arrangements are highly effective, and staff work very closely with parents to maintain children's well-being. Children's independence and personal-care skills are promoted extremely well. Staff are excellent role models. They have high expectations and successfully support children to share, take turns, play cooperatively and behave very well. Children have excellent opportunities to manage risk, as they use equipment outside for climbing and balancing. There are rich opportunities for children to extend their understanding of the natural world. For example, they help to plant and grow vegetables. They hunt for garden creatures, and enjoy walks in the local area and nearby woods.

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

Leaders have an excellent understanding of the requirements of the Early Years Foundation Stage. They are highly effective in driving improvement to achieve excellence in every aspect of the provision. Very successful arrangements for monitoring staff performance ensure consistent, high-quality practice across the staff team. Staff have excellent opportunities for continued professional development to meet their own needs and those of the children and the setting. Rigorous systems for evaluating practices, involving the views of parents, children and external professionals, mean that leaders have a clear understanding of the strengths of the provision, and areas where even further improvements can be made. Exemplary partnerships with local schools mean that children are exceptionally well supported for moving on to school. Leaders are keen to work with other professionals, so that the progress check for children between the ages of two and three is done together, giving a more complete picture of the child's development.

Setting details

Unique reference number	EY271874
Local authority	Coventry
Inspection number	860802
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	22
Name of provider	Sure Start Coventry West
Date of previous inspection	11 November 2010
Telephone number	02476 787801

Sure Start Coventry West was registered in 2004. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens from Monday to Friday during term times only. Sessions are from 8.30am until 11.30am. The nursery provides funded early education for two-, three- and four-year-old children. They support children who have special educational needs and/or disabilities and children who speak English as an additional language.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

