

Stockingford Early Years Centre Day Care

St. Pauls Road, Nuneaton, Warwickshire, CV10 8HW



Inspection date

28 January 2016

Previous inspection date

16 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's care, welfare and learning are significantly enhanced by the effective way the nursery is led and managed. The manager is passionate about providing high-quality childcare and has made vast improvements since the last inspection.
- The nursery environment is bright and vibrant and children are thoroughly engaged in learning. Staff provide a wealth of interesting, quality resources for children to explore and play with. Children make consistently good progress in their learning and development.
- Strong partnerships, especially with parents and health and social care professionals, have a very positive impact on children's learning. Parents are highly complementary about the care their children receive and about the support they receive from caring staff.
- A key strength of the nursery is how well staff promote children's self-care skills and independence from a young age. Children become confident in their ability to do things for themselves and develop high levels of self-esteem.

It is not yet outstanding because:

- Although systems have been recently introduced, staff have yet to embed more sharply focused plans for individual children's next steps in learning.
- Overall, staff promote children's speaking and listening skills well. However, on occasions, they do not give children sufficient time to think and respond to questions, in order to extend these skills further.

What the setting needs to do to improve further

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

- focus even more sharply on what individual children need to learn next and help close any gaps in children's learning at a faster rate
- consistently give children enough time to think and respond to questions.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the nursery manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's progress records and the planning documentation. She also checked evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and from their written comments.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The manager is focused and ambitious and has high expectations of staff and children. Performance management is robust and staff welcome opportunities to learn from others and expand their knowledge through professional development opportunities. Thorough evaluation, considering the views of all users, leads to targeted action plans to drive improvements. The manager has a detailed overview of children's progress and any gaps in learning are identified and addressed. Current improvement plans include an even sharper focus on children's individual learning needs. The arrangements for safeguarding are effective. Leaders place a high priority on keeping children safe and staff have a clear understanding of the procedures to follow in the event of any concerns.

Quality of teaching, learning and assessment is good

Systems for observing and assessing children's learning are effective. Staff know children well and plan activities based on their current interests or events in their lives. For example, some children are about to have new siblings and staff plan activities using dolls to teach children how to care for babies. Staff are skilful in their interactions with children. They demonstrate and talk to children about how to gently bathe the dolls, apply cream and change nappies. Children demonstrate their understanding when they later tell each other to be gentle when holding the 'baby'. Staff plan small-group activities to develop children's concentration and speaking and listening skills. Children take turns to identify and post wooden shapes in boxes. Some children struggle to fit the shapes in and staff praise and encourage them to keep trying. Children show great determination and are delighted when they complete the task.

Personal development, behaviour and welfare are good

Children are happy and settled in this warm and welcoming nursery. The small staff team is kind and nurturing and children form strong attachments to them. This starts with a home visit, where staff get to know children and their families. Staff build on this relationship, in order to work in partnership with parents and keep them well informed about their child's ongoing care and learning. Staff are good role models and teach children to share, take turns and use good manners. The nursery has a calm, family atmosphere and children behave well. Staff promote healthy lifestyles. Children are able to choose from a range of healthy and nutritious snacks. Children thrive in the outdoor areas, where staff have created an environment where children can build, explore and imagine. Children develop their physical skills as they build with blocks and crates. Staff use every opportunity to help children learn about numbers, shapes and colours, for example, by encouraging children to count each step or jump they take. Children learn to listen and describe sounds as they enjoy tapping a variety of musical instruments.

Outcomes for children are good

Children make consistently good progress from their starting points. Children demonstrate high levels of independence, for example, as they put their own coats on, help themselves to snacks, clear away bowls and pour their own drinks. They gain a range of key skills to prepare them well for the next stage of their education.

Setting details

Unique reference number	EY301049
Local authority	Warwickshire
Inspection number	1028020
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	12
Number of children on roll	26
Name of provider	Stockingford Early Years Centre
Date of previous inspection	16 April 2013
Telephone number	02476383708

Stockingford Early Years Centre Day Care was registered in 2005. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from 12.30pm to 3.30pm. The nursery provides funded early education for two-year-old children.

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