

<b>Inspection date</b>	19 February 2016
Previous inspection date	7 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is excellent and children make outstanding progress. Staff have very high expectations for what all children can achieve, and they consistently offer activities that inspire and challenge children.
- Observation and accurate assessment, with the involvement of parents, leads to planning for future learning that is based on a comprehensive knowledge of each child.
- Leadership and management are successful in evaluating practice and securing continuous improvement. Staff are highly motivated to extend their knowledge and skills.
- The partnerships with parents and other early years providers are exceptional with regard to sharing information and working together to ensure continuity of care and learning for children.
- Staff use their extensive skills and experience to provide a wide variety of activities that inspire, engage and motivate children to learn.
- Children are happy and settled. Relationships between staff and children are excellent and children are confident learners.
- Staff support children's language development extremely well. Young children make very good progress from saying single words to forming short sentences. Children who speak English as an additional language are extremely well supported.
- Staff's superior teaching promotes children's mathematical learning with maximum positive impact.
- Babies enjoy a wide range of sensory and mark-making experiences and older children's interest in the natural world is fostered effectively by staff.
- Regular training on safeguarding children is given a very high priority and staff are fully aware of their role and responsibilities in protecting children from harm.

## What the setting needs to do to improve further

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

- continue to broaden the robust strategies for performance management, evaluating the impact of this as part of the ongoing pursuit of excellence in all of the setting's activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager.
- The inspector held meetings with the provider's nominated person and the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a selection of parents and took account of their views as well as the written views of other parents.

### Inspector

Jan Burnet

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. The quality of risk assessments and actions taken to manage or eliminate risks are superior. Necessary suitability checks for staff have been completed. Systems for monitoring the effectiveness of all aspects of the provision are extensive. Even so, the manager and staff have identified additional strategies to enhance the current systems of performance management. Professional development and training are given a very high priority. This includes promptly accessing training to improve knowledge of any current government requirements. Recent training has boosted staff practice with regard to meeting the needs of two-year-old children. Parents share very positive views about the provision. They comment on the highly qualified and experienced staff and say that they are always professional and friendly. Parents value the wide-ranging activities and experiences provided by staff, and their child's learning journals books.

### **Quality of teaching, learning and assessment is outstanding**

Staff use their extensive early years knowledge and teaching skills to inspire and engage children and motivate them to learn. They continually use their observations and information from parents to complete precise assessments and plan activities that successfully challenge every child. Mathematical learning is promoted very strongly by staff in conversation with children. For example, while older children serve their own lunch they talk confidently about size and quantity. Two-year-old children's communication and language and social development benefits greatly from well organised small-group sessions with their key person. During the sessions staff effectively promote listening skills and turn taking. Very young children practise their good manipulative skills as they explore the texture of coloured rice with their fingertips and skilfully spoon the rice into containers. Young children notice the marks they make as they use large movements to stroke chalk onto boards that are fixed to the wall. Older children are learning to hear and say the initial sound in words, and some are able to identify sounds at the end of words.

### **Personal development, behaviour and welfare are outstanding**

The exceptional quality of care practices ensures that children are emotionally secure. A gradual settling-in period is agreed with parents in accordance with their child's needs. Children are very well prepared for a change of room and key person as they progress through the nursery. Children's good health is promoted extremely well. They eat healthy meals and snacks, enjoy their learning in a stimulating outdoor area and they are physically active every day. Children learn to manage risks for themselves, for example, as they explore their Forest School environment. Children behave well. Their self-confidence is continually fully supported by staff who continually identify their efforts and achievements. Children's emerging independence is fully supported by staff.

### **Outcomes for children are outstanding**

Children's learning continually builds successfully on what they already know and can do. They develop outstanding skills in readiness for the move on to school.

## Setting details

<b>Unique reference number</b>	507728
<b>Local authority</b>	Coventry
<b>Inspection number</b>	848031
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	78
<b>Number of children on roll</b>	129
<b>Name of provider</b>	University of Warwick
<b>Date of previous inspection</b>	7 February 2011
<b>Telephone number</b>	02476 523389

University Nursery was registered in 1993. The nursery employs 32 members of childcare staff. Of these, 25 hold appropriate early years qualifications ranging from level 2 to level 6. Three staff members hold Early Years Professional status. The nursery opens from Monday to Friday all year round, except for all bank holidays, the days between Christmas and New Year and one week in August. Sessions are from 8.15am to 5.45pm Monday to Thursday and from 8.15am to 5.15pm on Fridays. A playscheme operates for older children during school Easter and summer holidays, and sessions are offered Monday to Friday from 8.15am to 6pm. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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