

Chapelfields Day Nursery - Tommies Childcare

112 Oldfield Road, Coventry, CV5 8FW



Inspection date

30 March 2016

Previous inspection date

21 May 2013

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

Summary of key findings for parents

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

- The quality of teaching is variable across the staff team. Some staff do not consistently demonstrate an awareness of the different ways that children learn and reflect these in their practice.
- Some children lose interest during group activity times. Staff do not consistently differentiate their teaching to challenge children of different ages and mixed abilities.
- Children aged under two years are not fully supported in experimenting with a range of media through sensory investigation.
- Leadership and management systems for monitoring staff practice are not fully effective in ensuring that teaching is consistently good and every child makes as much progress as they can.

It has the following strengths

- Children are happy and settled and relationships between staff and children are very good.
- Children's independence is supported effectively by staff. For example, they learn to manage coats and boots for themselves when they choose to play outside.
- Children's mathematical learning is promoted well by staff. Older children use mathematical language while they play.
- Children enjoy making marks with a variety of resources. Pencil control is developing well.

What the setting needs to do to improve further

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

Due Date

- ensure that consistently effective teaching results in every child's involvement in activities that inspire and engage them so that they are all effectively challenged to make best progress. 15/05/2016

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

- support staff in developing skills to ensure consistent differentiation for children of different ages and abilities while they are involved in group activities
- increase sensory experiences for young children, supporting them in exploring a range of media

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 a joint observation with the manager.
- The inspector held a meeting with the provider, a senior manager and the manager of the setting. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Recruitment, selection, vetting and induction procedures for staff meet requirements. Staff are fully aware of local referral procedures and their responsibilities in protecting children from abuse and neglect. Over recent months there have been changes to the organisation responsible for the provision. A new management team has identified weaknesses and devised an action plan. However, this has not yet been fully implemented to improve the quality and consistency of teaching. New plans include a programme of training and support. The partnerships with parents are strong with regard to sharing information. Parents speak positively about the provision.

Quality of teaching, learning and assessment requires improvement

While staff undertake observation and assessment of children and identify the next steps for their learning, some staff do not consistently reflect this in their teaching. On occasions, there is a lack of differentiation between the different abilities of children in a group. For example, toddlers and pre-school children sit together for a story. Older children are supported effectively in hearing words that rhyme and they are engaged. However, the younger children lose interest and they are not offered an alternative activity or resources. Older children speak clearly and confidently. They enjoy chatting with staff, who encourage their thinking skills effectively. Staff interpret babies' wants and needs successfully through non-verbal communication. Very young children are supported well as they begin to say single words. However, staff do not consistently put planning into practice with regard to supporting the development of simple sentences.

Personal development, behaviour and welfare are good

Children's emotional security is addressed well. A gradual settling-in period is agreed with parents in accordance with their child's needs. Staff foster the development of children's confidence and self-esteem, using positive reinforcement as a major strategy for managing behaviour. Children learn to share and take turns. Their good health is promoted effectively. Children are physically active every day. Meals and snacks are healthy and nutritious. Children's independence is successfully promoted. For example, they serve a healthy lunch for themselves. Staff support children's understanding of people, families and traditions beyond their own.

Outcomes for children require improvement

Children reach expected levels of achievements and older children gain basic skills in readiness for school. However, some children are not making as much progress as they can. Not all staff use what they know about children to consistently support learning while children play. Toddlers and pre-school children confidently choose to follow their interests outdoors. They paint, make marks on walls with large brushes and water, and they draw pictures of what they can see and hear. Children's pencil control is developing well. Children gain skills while climbing and they learn to manage risks for themselves as they do so. They confidently count, name shapes and compare different sizes while they play.

Setting details

Unique reference number	EY418314
Local authority	Coventry
Inspection number	1028692
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	28
Number of children on roll	42
Name of provider	Tommies Childcare Ltd
Date of previous inspection	21 May 2013
Telephone number	02476679038

Chapelfields Day Nursery - Tommies Childcare was registered in 2011. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications ranging from level 2 to level 5. The nursery opens from Monday to Friday all year round except for bank holidays and one week over the Christmas period. Sessions are from 7.30am until 6pm.

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