

# Flutterbies Childrens Centre

50-52 Hen Lane, Holbrooks, Coventry, CV6 4LB



## Inspection date

18 July 2016

Previous inspection date

25 November 2015

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
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 for some of the younger children requires improvement. The staff do not dependably promote individual children's development while they support their play so that they make as much progress as they can.
- Leadership and management systems for monitoring all staff's practice are not fully effective in ensuring that every child makes as much progress as they can.
- While children are developing their independence, staff sometimes complete tasks that children are more than capable of tackling for themselves.

### It has the following strengths

- Since her recent appointment the new manager has begun to implement significant changes that are beginning to improve the quality of the service. She demonstrates a strong commitment to meeting all of the identified actions set by Ofsted and her early years advisors.
- Through regular team meetings the manager engages with her staff to identify both the setting's and their own individual strengths. They also discuss areas they can improve.
- Activities provided for the older children are strongly led by their own interests. They are challenging, stimulating and fun. The children are eager to learn and thoroughly enjoy developing their own ideas.

## 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 staff's knowledge and understanding of how to promote the learning and development of the younger children are secure, raising the quality of teaching to support them to make best progress. 29/07/2016

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

- extend procedures for monitoring and improving the quality of teaching to ensure that younger children are effectively challenged and make as much progress as they can
- increase opportunities for children to become more independent.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the management team, and 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, including the setting's self-evaluation.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Hayley Lapworth

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. The staff are deployed well to ensure children are supervised at all times. Risk assessments are undertaken on a daily basis and all areas used by children are safe and secure. Monitoring of staff practice is not yet fully effective to ensure that the quality of teaching is consistent across the staff team. However, the manager is becoming increasingly aware of individual staff's strengths and where they need to improve, and she has identified actions to raise standards. The manager has identified that some staff would benefit from training in specific areas. For example, she has recently accessed training in sustained shared thinking for a group of staff. All staff have access to courses in first aid and safeguarding children. Staff share secure relationships with parents and other providers. Staff communicate each day with parents about their children's care, learning and development. Parents are complimentary about the service they receive.

### **Quality of teaching, learning and assessment requires improvement**

Activities for babies and children in the pre-school present them with appropriate levels of challenge. However, inconsistencies in the staff's knowledge and understanding of how to best promote learning for toddlers means that some of the adult-led activities do not provide enough challenge. There is a suitable balance of child-led and adult-led activities. For example, older children enjoy creating their own games, such as racing cars against one another. Staff extend the children's learning by asking them to think of other ways they could race. When children suggest running indoors, staff swiftly remind them to think about their golden rules for behaviour. The children decide they would like to make medals to present to the winner of each race. Staff ensure all children can be fully included and they encourage them to make enough medals so that each child feels valued.

### **Personal development, behaviour and welfare require improvement**

Children are beginning to learn about how to keep themselves safe. For example, staff explain the importance of holding onto the hand rail when they come down the stairs. Settling-in procedures help children to settle and provide foundations to build partnerships with parents. Staff ask the parents questions about their children's individual needs. Children are well supported to meet their own body's needs. On warmer, sunny days staff act as good role models, drinking plenty of fluids, and they frequently suggest the children should do so too. Children begin to learn how to manage their self-care needs. However, at times, their growing independence is not fully encouraged as staff do tasks for them that they are more than capable of doing for themselves.

### **Outcomes for children require improvement**

Babies and pre-school children are acquiring strong skills across the seven areas of learning. They are suitably prepared in readiness for the move on to the next room within the nursery and on to school. However, toddlers are not making as much progress as they might. This is due to the inconsistencies in staff's knowledge and understanding of how to promote their learning and development.

## Setting details

<b>Unique reference number</b>	EY418306
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1033935
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Tommies Childcare Ltd
<b>Registered person unique reference number</b>	RP900852
<b>Date of previous inspection</b>	25 November 2015
<b>Telephone number</b>	02476 638 700

Flutterbies Childrens Centre was registered in 2010. It employs nine members of childcare staff. Of these, the manager holds an early years qualification at level 5 and a high majority of staff hold early years qualifications at level 3 or level 2. The setting is open all year round from Monday to Friday and sessions are from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

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