

# Bell Green Surestart

Bell Green Under Eights, Roseberry Avenue, Coventry, West Midlands, CV2 1NE



## Inspection date

10 October 2016

Previous inspection date

14 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- The staff have a strong understanding of how young children learn. They plan fun, stimulating learning experiences that the children thoroughly enjoy. All children are making good progress in relation to their starting points.
- There is a high emphasis on working together in this nursery. Relationships between staff, management and other professionals ensure that the children have specific care tailored towards their needs. Staff also sensitively support children's extended families.
- The management team involves the staff in looking at the nursery's strengths and areas they can improve. Parents' views are also welcomed. Improvements since the last inspection have resulted in a positive impact on the quality of the teaching and learning.
- Staff have access to training, and in-house information sharing ensures they keep continually up to date with changes in childcare. This includes new safeguarding legislation about vulnerable families and those who may be at risk of harm from extreme behaviours and views.
- Inclusive practice is given high priority. All children and their parents are treated as individuals. Staff warmly welcome children and their parents into the nursery. Children are helped to feel emotionally secure as they share warm relationships with their key person.

### It is not yet outstanding because:

- On occasions, staff miss opportunities to encourage children to speak out and communicate to share experiences that are important to them.
- At times, staff do not fully encourage children to use new language and vocabulary in their play.

## What the setting needs to do to improve further

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

- use a wider range of teaching strategies to extend children's vocabulary during activities that they are less familiar with, to further support their communication and language development
- extend opportunities for children to speak out and communicate to share experiences that are important to them.

### 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 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 and stakeholders.

### Inspector

Hayley Lapworth

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management has many years experience in protecting children from abuse and harm and the staff are knowledgeable about their roles. Staff recruitment is thorough and induction procedures ensure all newly recruited staff are effectively supported and monitored. The manager monitors the effectiveness of all aspects of the provision with support from her quality advisors. Staff regularly access training and their individual qualities are recognised and valued. Parents are extremely happy about the care their children receive. They comment on how much progress their children are helped to make. Parents strongly appreciate the support they receive in their roles as parents of young children.

### Quality of teaching, learning and assessment is good

The tracking of children's individual development is secure. Staff observe the children as they play and make regular assessments about what they know and can do. This information is then successfully used to inform future planning. Parents are helped to support their children's learning at home. Staff take every opportunity to discuss with parents what their children have achieved and their next steps in their learning. Parents are also encouraged to share their own observations of their children's learning at home. Children are provided with a good variety of resources and activities that is both adult-led and child-led. Many children create their own games and role play, such as making dinner for their baby dolls. The children learn how to be kind and caring to one another and other living things. For example, when they find a spider, staff encourage them to explore the spider gently. They are then helped to place the spider back where they found it and learn about its natural habitat.

### Personal development, behaviour and welfare are good

Children are secure in their environment and are really settled in the nursery. Home visits and settling-in sessions strongly support the building of relationships between staff, parents and children. Children are learning about how to lead a healthy lifestyle. During an activity of making play dough they learn about foods and ingredients that help to make them big and strong. Outdoor learning is a favourite for many of the children. Staff are aware of this and, therefore, make arrangements for stimulating learning opportunities outdoors as much as possible. Children's behaviour is good. Staff help the children to behave well by reminding them about what good behaviour is. For example, staff talk with them about how they can show care and concern and be kind to one another. Children also learn about their own safety as staff explain to them that if they play with the gate they may trap their fingers.

### Outcomes for children are good

Children are making good progress and enjoying their learning. On arrival they are keen to access the well-planned activities. Children develop good skills for future learning and in readiness for the move on to pre-school and school. Children persevere at their chosen activity and many confidently lead their own learning.

## Setting details

<b>Unique reference number</b>	EY290730
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1034986
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Coventry City Council
<b>Registered person unique reference number</b>	RP521809
<b>Date of previous inspection</b>	14 December 2015
<b>Telephone number</b>	02476786868

Bell Green Surestart opened in 2004. It employs six members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 3 to level 5. The nursery opens term time only, Monday to Friday. Sessions are from 8.30am until 4pm. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language, and children who have special educational needs or disability.

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