

Shapes Day Nursery Limited



8 Coventry Road, Bulkington, BEDWORTH, Warwickshire, CV12 9ND

Inspection date 20 December 2016
Previous inspection date 7 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Managers and staff provide a, generally, broad range of stimulating activities and experiences to promote children's learning in the attractive, well-resourced nursery environment. Children have good opportunities to play and continue their learning outdoors.
- Staff observe children and identify areas of their development for further focus. They plan learning opportunities that are linked with children's interests, in order to engage them and help them to make good progress.
- Babies and children form strong bonds with staff. They enjoy cuddles, hugs and affectionate relationships. They are happy, well settled and demonstrate that they feel safe and secure. Their confidence grows and they show high levels of motivation.
- Staff build good partnerships with parents and with other settings that children also attend. They exchange information and effectively promote consistency in children's care and learning. Parents comment that they could not be happier with the nursery.
- Managers are passionate and strive to deliver the highest-quality provision for children and their families. They effectively identify areas to develop further. They implement changes to achieve goals in improvement plans and to continue raising standards.

It is not yet outstanding because:

- Occasionally, there are variations in the quality of staff's assessments of children's progress.
- Staff in the toddler room do not consistently make the best use of opportunities to encourage and extend children's language and early mathematical understanding.

What the setting needs to do to improve further

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

- strengthen the quality of staff's assessments and achieve consistently high standards across the nursery
- enhance teaching skills that help toddlers to build as far as possible on their speaking skills and understanding of mathematical concepts.

Inspection activities

- The inspector had a tour of the nursery with the deputy manager. She 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 deputy manager. She discussed the nursery's self-evaluation with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation, such as evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She spoke with the staff and children at appropriate times during the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are confident in their understanding of child protection procedures. Children's safety is given high priority. Robust recruitment and vetting procedures are followed to ensure the suitability of staff working with children. Managers meet regularly with staff, arrange training and observe teaching and practice as part of performance management systems. Apprentices have a mentor and are supported effectively to gain formal qualifications. Despite minor inconsistencies in the precision of assessment, managers effectively monitor the progress made by individual and specific groups of children. They work well in partnership with external professionals to support children who need additional help, including those who have special educational needs.

Quality of teaching, learning and assessment is good

Staff effectively inspire children's love of stories and songs and foster their interest in books and print. They use props successfully to help children engage and maintain attention. For example, staff hide objects linked with songs in a box and sing the relevant song when babies take out an object. Staff involve older children in retelling stories, using toy characters and language from the text. Staff are highly responsive to children's interests and engage with them in their play. For instance, they act as patients when older children pretend to be doctors, fostering their imaginary play. They notice toddlers' fascination in the bubbles in soapy water and find bubble blowing kits for them to use, building on this interest. Staff help children to develop their understanding of different occupations and ways of life.

Personal development, behaviour and welfare are good

Staff are warm and caring in their approach, showing children that they are valued. They effectively promote children's sense of belonging and self-esteem and encourage them to express their feelings. They set a good example and give clear guidance about their expectations for behaviour and manners. Staff encourage children to manage simple tasks for themselves and successfully promote their independence skills in relation to their ages and capabilities. They teach children about safety and hygiene, such as handwashing and not putting objects into their mouths that have been on the floor outside. Children are physically active and begin to manage risks, for instance, as they use larger climbing equipment outdoors. They benefit from healthy snacks and well-balanced meals.

Outcomes for children are good

Babies and toddlers delight in using their senses as they play and investigate. Babies enjoy making sounds with instruments and toys. They explore the texture of paint, using their fingers and hands to make marks. Toddlers demonstrate high levels of interest as they explore a mixture of oats and glitter or use soapy water to paint and make marks outside. Older children link sounds to letters and identify the initial sounds in words. They develop pencil control and begin to recognise and write their names. They count, identify numerals and are able to measure short periods of time. Children make good progress in their learning and achieve expected levels of development for their ages. They develop key skills needed for their future learning and are well prepared for starting school.

Setting details

Unique reference number	EY451975
Local authority	Warwickshire
Inspection number	1066222
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	73
Name of registered person	Shapes Day Nursery Limited
Registered person unique reference number	RP903134
Date of previous inspection	7 May 2013
Telephone number	02476 318436

Shapes Day Nursery was registered in 2012. The nursery employs 14 members of childcare staff, 13 of whom hold appropriate early years qualifications at levels 2, 3 or 4. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs.

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