

Capellas Solihull Nursery

The Sixth Form College Solihull, Widney Manor Road, SOLIHULL, West Midlands, B91 3WR



Inspection date 19 October 2017
Previous inspection date 7 January 2014

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

- Staff support children's well-being and physical skills. Children enjoy healthy and nutritious meals, which the nursery provides. They have opportunities for exercise and fresh air as they explore the natural environment in the nursery's outdoor play area.
- Staff know what children can do and what they need to learn next. They make effective use of what they know to plan stimulating activities that match children's interests and preferences. Children make independent choices in their play from the wide range of activities that are on offer. Staff engage and motivate children well.
- Staff are good role models and use effective strategies to manage children's good behaviour. They provide lots of praise and encouragement and children behave well, take turns, share and play cooperatively together. This helps to create an emotionally secure, positive environment for children to play and learn in.
- Staff check the nursery environment and the equipment that children use and minimise any hazards. They lock all external doors and only authorised people access the setting. Children receive care in a safe and secure environment.

It is not yet outstanding because:

- Staff do not make the most of all opportunities to help children extend their thinking skills and consolidate their learning in order to make the best possible progress.
- The manager has not embedded the systems in place to fully support staff practice to ensure that the quality of teaching is raised to the highest level.

What the setting needs to do to improve further

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

- help children to extend their thinking skills and consolidate their learning even more so that they make the best possible progress
- enhance the systems in place to further support staff practice in order to shape their professional development and increase the potential to deliver the highest quality teaching.

Inspection activities

- The inspector had a tour of the premises with the manager. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the nursery managers.
- The inspector held a meeting with the provider, the area manager and the manager. She looked at relevant documentation, including evidence of suitability of staff working in the nursery and discussed the nursery's self-evaluation.
- The inspector spoke to a number of parents and took account of written feedback provided during the inspection

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding about their responsibility to keep children safe from harm. They follow clear procedures to report any concerns that they may have. Policies and procedures to promote children's welfare and well-being are in place and staff implement these well. Effective systems for the recruitment and appraisal of staff help to ensure that they are suitable to work with children. Managers monitor the progress children make and share this information with parents. This provides opportunities for parents and staff to work together to effectively narrow gaps in children's development. The managers evaluate and implement changes in the nursery to benefit the children. For example, they have reviewed the layout of the rooms across the nursery to improve children's involvement and engagement in their play.

Quality of teaching, learning and assessment is good

Staff gain vital information from parents alongside their own observations to plan a good balance of child-led and adult-focused activities that match children's individual needs. Staff join in as children play and take a genuine interest in what children say. They ask questions, provide explanations to children's questions and model language well. Staff support children's communication and language skills. As part of the nursery's focus, children explore mathematical concepts. For example, toddlers learn to count conkers and compare sizes during sensory play. Staff frequently praise children for their efforts and achievements. Children develop confidence and a can-do attitude to learning.

Personal development, behaviour and welfare are good

Kind and caring staff warmly welcome children into the nursery. Staff are familiar with the children's daily routines, which helps to support their emotional well-being. Good settling-in processes help to ensure that children build positive attachments with their key workers and settle in their new environment with ease. Staff share information with parents in a variety of ways, such as online systems and daily discussions. Parents comment that they feel reassured knowing that nurturing and approachable staff care for their children.

Outcomes for children are good

Children are confident, inquisitive and self-assured. They have opportunities to learn about diversity and to appreciate the wider world beyond their own experiences. For example, pre-school children learn about the festival of Diwali. They express their creativity as they dance to bhangra music and draw henna patterns. Children see print in the environment, listen to stories and use letters and sounds as they develop early literacy skills. Toddlers have many opportunities to make marks using different media, such as crayons and paint. Babies have opportunities to walk, crawl and use different tools. Children are gaining the key skills required for their next stage of learning and their eventual move on to school.

Setting details

Unique reference number	EY465154
Local authority	Solihull
Inspection number	1088168
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	1 - 4
Total number of places	55
Number of children on roll	67
Name of registered person	Capellas Ltd
Registered person unique reference number	RP905174
Date of previous inspection	7 January 2014
Telephone number	0121 709 5210

Capellas Solihull Nursery registered in 2013. The nursery opens Monday to Friday, all year round, except for bank holidays and the period between Christmas and New Year. Sessions are from 7.30am until 6pm. It provides funded early education for three- and four-year-old children. The nursery employs 17 members of childcare staff. Of these, three hold appropriate early years qualifications at degree level, one holds a qualification at level 5, four hold a qualification at level 4, six hold a qualification at level 3 and two hold a qualification at level 2. The director of the company is a Professor of Child Psychology and holds Early Years Professional status.

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