

# Little Swanswell Nursery

Cornerstone Family Centre, Howard Street, Coventry CV1 4GE



<b>Inspection date</b>	30 August 2018
Previous inspection date	10 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision requires improvement. It is not yet good because:

- Staff do not always make precise assessments of two-year-old children's progress, including a written summary of development of children aged between two and three years. They do not consistently plan suitably challenging activities to help promote their good progress.
- The arrangements for the performance management of staff are not good enough. Staff do not yet benefit from the consistent support they require to continually improve their teaching skills.
- Managers do not monitor the quality of teaching or the progress children are making carefully enough to help raise the standard to a good level.

### It has the following strengths

- Managers have a sound understanding of their responsibility to keep children safe. Staff successfully implement a range of records, documents and policies that helps to support health and safety practices. The nursery is secure. Daily cleaning and risk assessment checks help to minimise any potential hazards.
- Children are happy and content attending. Staff are kind, caring and friendly. They get to know children well when they first start and they support children to settle in.
- Partnerships with parents are established. A basic two-way flow of information about children is shared. This helps to foster some continuity. Parents comment they are satisfied with the service provided by the setting.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
make more precise assessments of two-year-old children's progress, including a written summary of development of children aged between two and three years, and use the information obtained to plan a variety of suitably challenging activities to help promote their good progress	03/12/2018
improve the arrangements for the performance management of staff and ensure that they benefit from the consistent support required to help continually develop their teaching skills	03/12/2018

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

- monitor the quality of teaching and children's progress more carefully to help raise the standard to a good level.

### Inspection activities

- The inspector was accompanied by an early years regulatory colleague Suzanne Taylor who assisted in gathering evidence during the inspection.
- The inspectors observed the quality of teaching during activities indoors and outdoors. They assessed the impact this has on children's learning.
- The inspectors completed a joint observation of teaching with the manager of the nursery.
- The inspectors spoke to staff and held a meeting with the nursery management team.
- The inspectors looked at relevant records, documentation and policies. They also checked evidence of the suitability of staff working in the nursery.
- The inspectors took account of the views of children and parents during the inspection.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers do not make the most effective use of supervision processes. Staff's professional development opportunities do not focus well enough on ensuring that teaching across the setting is consistently good. Nevertheless, the majority of staff are well qualified and they do benefit from some training opportunities to keep aspects of their skills up to date, such as safeguarding. The arrangements for safeguarding are effective. Managers and staff can identify possible indicators of child abuse or neglect and they know how to handle different concerns. This helps to protect children from harm. Overall, managers reflect accurately on the current strengths of the setting and areas for improvement. They do aspire to further improve.

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

Teaching is variable. Babies and pre-school children benefit from very positive learning experiences indoors and outdoors. However, this is not consistently the case for all two-year-old children. Staff do not always make accurate assessments of their learning, including the required progress check for children aged between two and three years. Furthermore, they do not consistently provide them with activities targeted towards their individual learning needs. Nevertheless, all children enjoy joining in with different activities that promote some aspects of their development. For example, babies enjoy sensory experiences where they can explore items that they can use in different ways, such as water, shakers and coloured blocks. Two-year-old children enjoy experimenting with music. Pre-school children enjoy role-play experiences and making model animals out of junk materials. However, overall, managers do not have a precise enough overview of the quality of teaching or the progress of children attending. This means some children are at risk of falling behind.

### Personal development, behaviour and welfare require improvement

Due to weaknesses in the quality of teaching and activities planned, two-year-old children often get easily distracted and struggle to become fully absorbed in learning. Nevertheless, staff promote children's physical well-being effectively. For example, they promote eating well, taking regular exercise and good hygiene routines. Children learn about the importance of living healthily. Staff find out about children's cultures and help them learn about their differences. Staff make use of an appropriate range of behaviour management strategies that suits the age groups they work with. Children respond well to staff and behave nicely. They learn to share, take turns and play well in groups.

### Outcomes for children require improvement

Some children are not progressing as well as possible from where they started. This specifically refers to two-year-old children. Nevertheless, babies and pre-school children are developing at a good rate. Babies generally gain strong skills in communication, language, social, emotional and physical areas of their development. Overall, pre-school children acquire the key skills they need in readiness for the move on to school. For example, they are confident and independent. Pre-school children enjoy practising writing, and phonic sessions where they learn about the sounds that letters make. They also enjoy experimenting with mathematics during play, such as numbers and shapes.

## Setting details

<b>Unique reference number</b>	EY414744
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10062281
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	61
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Paradise Mobile Creche Ltd
<b>Registered person unique reference number</b>	RP528545
<b>Date of previous inspection</b>	10 August 2015
<b>Telephone number</b>	02476 633 899

Little Swanswell Nursery registered in 2010. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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