

Early Years Academy (Canal Basin)

The L E C, 25 St Columbas Close, Coventry CV1 4BX



Inspection date

30 January 2019

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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

This is a provision that requires improvement

- The provider has taken some steps to address issues that were raised at the time of the last visit made by Ofsted. However, the provision still requires improvement.
- Some staff do not have a secure enough knowledge of how to effectively promote children's learning. The play environment is not stimulating enough.
- Staff do not use precise enough assessments, or consistently obtain information from parents, to plan activities that support and challenge each child effectively to reach the next stage in their learning.
- Staff do not consistently adapt activities well enough in accordance with children's different learning needs.
- Staff do not consistently support young children's development of speaking skills.

It has the following strengths

- Staff address children's personal, social and emotional development well. A gradual settling-in procedure is agreed with parents and this helps children to feel emotionally secure when care begins.
- Older children are learning the link between sounds and letters. Staff support them in solving mathematical problems while they play.
- Staff encourage young children to make marks in different ways and support them in developing their pretend play.
- Staff are aware of their responsibilities to protect children from harm. They know the referral procedures to follow if they are concerned about a child.

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
improve teaching across the staff team, consistently identifying a purpose for children's learning in the activities provided and adapting activities in accordance with children's different needs	15/03/2019
make better use of information gained from precise assessments of children's learning, and information from parents, to consistently plan challenging activities in order to help all children make best progress.	15/03/2019

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

- extend practice to support young children's emerging speaking skills
- increase the choice of activities and toys in order to help ignite children's natural curiosity.

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, and discussed teaching methods with her.
- The inspector held meetings with the provider, area manager and the setting's manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of parents' views.
- The inspector spoke with staff and children at appropriate times through the inspection.

Inspector
Jan Burnet

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has appointed a new manager since the last visit made by Ofsted. She is working with an area manager, who has been managing this and the provider's other setting, to improve systems for guiding and coaching staff in order to improve their practice. However, supervision of staff is not strong enough to ensure that teaching and planning for the next steps in children's learning are consistently good. Arrangements for safeguarding are effective. Staff are aware of potential risks and minimise these appropriately. Procedures for staff recruitment, selection, induction and suitability meet requirements. Staff know their responsibilities to prevent children from being drawn into situations that put them at risk. Parents are happy with the provision. They say that they appreciate the way staff meet their children's care needs and they are happy with their children's progress.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently make good enough use of the information gained from observing children to plan effectively for every child's learning. Teaching is variable. Some activities that are led or supported by staff do not capture all children's interest or challenge children of mixed abilities. Staff do not consistently adopt clear strategies for supporting young children's language development. Young children enjoy painting. For example, they used thick paint brushes and staff encouraged them to see what marks they could make if they manoeuvred cars through paint. However, some children were not able to make the most of the activity. It was provided in a large tray on the ground outside, and children were restricted in their movements because they wore plastic aprons on top of thick coats. Older children were supported well in developing their own ideas while they made masks. They confidently mixed paints to create different colours and designed their masks using glue and an assortment of materials.

Personal development, behaviour and welfare require improvement

Staff provide a welcoming environment and the provider has recently made some improvement regarding the amount and organisation of resources. However, the range of activities indoors and outdoors are not broad enough to consistently inspire children's interest. Children separate from their parents happily. They are settled and confident. Children are physically active. They behave well. They are aware of simple behaviour rules, such as sharing and taking turns. Children develop an understanding of dangers and how to keep themselves. For example, they learn how to handle tools safely, such as the butter knives they use to cut up their fruit. Children learn to manage their self-care needs independently.

Outcomes for children require improvement

Children gain sufficient skills to prepare them for school. However, they do not make as much progress as they can because teaching and planning for their future learning require improvement. Children are safe and happy. They build positive relationships with staff and other children. Older children express themselves confidently. They use mathematical language while they play. Children learn to manage tasks for themselves, such as putting on their coats before playing outside and serving their own lunch.

Setting details

Unique reference number	EY501448
Local authority	Coventry
Inspection number	10079131
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	32
Number of children on roll	28
Name of registered person	Early Years Learning Academy Ltd
Registered person unique reference number	RP910710
Date of previous inspection	Not applicable
Telephone number	07976106968

Early Years Academy (Canal Basin) registered in 2016. The setting employs six members of childcare staff. Of these, one holds an early years qualification at level 6, one is qualified at level 4, two at level 3 and one at level 2. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting 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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