

# Stoke Green Day Nursery

30 Stoke Green, COVENTRY CV3 1AA



## Inspection date

5 March 2019

Previous inspection date

9 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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 have made significant improvements since the last inspection. They demonstrate a good understanding of safeguarding issues, including the wider issues relating to the 'Prevent' duty legislation. Staff are fully aware of the procedures to follow should they have a concern about a child in their care.
- Children play and learn in a safe and secure environment. Effective safety measures are in place. Staff assess all areas of the nursery environment before children arrive to ensure they are safe and suitable. They remain vigilant throughout the day to the safety and well-being of the children.
- Staff deployment is good. Children are always supervised well, inside and outdoors. Daily routines ensure that children engage in activities and continue their learning throughout the day.
- Managers continue to support, guide and monitor staff's practice to continually develop their knowledge and skills. Self-evaluation helps managers and staff to identify key areas for development within the nursery. This ensures professional development is clearly identified to drive improvement and raise outcomes for children.
- Parents speak positively about the care and service provided. In particular they like the care and support provided by staff and the wide range of activities they provide for their children.
- Systems for encouraging parents to share information with staff about their children's learning at home are not fully established.
- Staff have not fully considered ways to provide opportunities for children to include their home language in their play and learning.

## What the setting needs to do to improve further

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

- enhance partnership working with parents to encourage sharing of their children's learning at home
- take reasonable steps to ensure that children whose home language is not English have opportunities to include their home language in play and learning.

### 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 spoke to staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider, nursery manager and deputy manager. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff understand their role in safeguarding children. They access professional development opportunities to continually build their knowledge and skills. They use what they have learned to enhance the nursery provision, for example looking at new ways of supporting babies' development even more. Managers observe staff's practice to support their ongoing development. Recruitment procedures are secure and a detailed induction procedure ensures all staff are clear about their role and responsibility within the nursery. Routines for ensuring staff's ongoing suitability are in place. Managers and staff welcome support from the local authority. Partnerships with other professionals who support children's progress and development are good.

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

Staff observe, assess and plan effectively for all children. They track children's progress enabling them to identify gaps in learning and provide targeted support to reduce these. Staff support children very well. They ask children questions to encourage their thinking and use lots of repetition of simple words for the younger children. This supports their emerging communication and language skills well. Younger children explore different textures. They stir and manipulate materials. For example, they mix flour, oil and water as they make dough, pretending to make pancakes. Older children enjoy using their imagination well. They re-enact familiar stories, including a story about a bear who cannot sleep and tries desperately to find some peace so that he can. Children engage staff in their play and confidently seek support if they need it.

### Personal development, behaviour and welfare are good

Staff meet children's care needs well. Children's well-being is at the centre of the care staff provide. Staff give lots of cuddles and affection to children and support those who are unsure of visitors to the nursery. Staff provide comfortable areas where children can sleep. Some children rest while looking at a book and others recharge their energy as they need to throughout the day. Children relish time spent outdoors and enjoy being physically active. They develop their balance and coordination as they carefully step onto different tyres and wooden steps. Low-level fencing separates younger children to ensure they can play safely outdoors away from the larger children while still having contact with them. This supports their social development well. Behaviour is good. Staff remind children to share and take turns. Older children develop an awareness of time as they use sand timers to illustrate how long until it is their turn with a toy. Children enjoy freshly prepared, nutritionally balanced food each day which supports their well-being.

### Outcomes for children are good

All children make good progress in their learning and development. They learn the key skills that they need to support them in their future learning and the move on to school. Children develop confidence, independence and good self-esteem. They make marks and learn to recognise letters, especially those that form their names. They confidently count and identify the correct corresponding numeral when they talk about the date and days of the week.

## Setting details

<b>Unique reference number</b>	EY430524
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10085276
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Stoke Green Day Nursery
<b>Registered person unique reference number</b>	RP530808
<b>Date of previous inspection</b>	9 November 2018
<b>Telephone number</b>	02476 260672

Stoke Green Day Nursery registered in 2011. The nursery employs 20 members of staff who work directly with the children. Of these, one holds an early years qualification at level 5, two hold qualifications at level 4, nine hold qualifications at level 3 and four are qualified at level 2. There are also three modern apprentices. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide early education places for two-, three- and four-year-old children.

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