

# Little Flowertots Daycare

28 30, Nickson Road, Coventry CV4 9RU



<b>Inspection date</b>	22 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children arrive at the setting eager to engage in play and learning. They confidently interact with the friendly staff.
- All children make good progress. Children's learning is monitored closely through observations. Next steps in their learning are identified and used to inform planning.
- Children and babies make independent choices about their play and learning from the very broad range of materials available to them indoors.
- Staff notice and respond to the individual needs of children. They adapt their practice and the routines of the setting effectively to ensure the needs of all children are well supported.
- Children behave well. There are clear rules and boundaries in place and staff teach children to listen to one another and to begin to consider the needs of others.
- Staff talk to children about healthy eating and introduce good hygiene habits, such as brushing teeth after meals.
- Partnership with parents is very effective. The manager ensures she establishes good relationships with families who use the setting and values their opinions. Parents speak highly of the care provided for their children and say they feel very well supported by staff.
- Staff do not fully support children to develop their independence at mealtimes.
- Staff do not make the most of opportunities for outdoor learning to provide pre-school children with fully challenging play and learning experiences.

## What the setting needs to do to improve further

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

- extend opportunities during mealtimes to help children to develop their independence even further
- build on existing teaching strengths to provide more challenging play and learning experiences for pre-school children when they are outdoors.

### Inspection activities

- The inspector observed the quality of teaching activities outdoors and indoors and assessed the impact of this on children's learning.
- The inspector completed a joint observation of staff practice and discussed this with the manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector met with the manager.
- The inspector looked at relevant documentation, including policies and procedures, evidence of staff suitability and recruitment and children's assessment.
- The inspector spoke to parents and took account of their views.

### Inspector

Abi Ellis

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff are aware of their responsibility to keep children safe and know the procedures to follow if they are concerned about a child. There are systems in place to monitor and develop teaching and learning. Staff are observed and attend individual feedback meetings to gain support and help them to develop their practice. The manager has effective relationships with other agencies involved with children who attend the setting. This helps to ensure the needs of children and their families are well met. Transitions between rooms within the setting and on to school are well supported. Parents value the individual care given to their children. They say they feel welcome in the setting and that staff always find time to talk and communicate well with them.

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

Staff have a good knowledge of the children in their care. Close monitoring enables them to identify any areas of weakness in children's learning and to plan further teaching to support those areas. For example, when some pre-school children demonstrate a limited vocabulary for describing textures, staff plan activities to model descriptive words. Children's mathematical skills are well supported. Staff use number within play and extend children's vocabulary by introducing words such as 'sphere'. Staff engage in play alongside children and skilfully support early language development. They repeat back the noises babies make, and model new words and sounds for young children, encouraging them to join in. Children enjoy group activities. For example, two-year-olds become very involved at singing time as they join in with words, dancing, actions or sounds.

### Personal development, behaviour and welfare are good

The well-resourced indoor learning environment enables children to make independent choices as they play. Children confidently move around the learning spaces as adults play alongside them. Staff respond well to babies' non-verbal communication and support their interests. For example, when they notice babies' interest in the fish, staff lift the babies up to have a closer look. The individual settling-in process supports all children to feel emotionally secure in the nursery. Parents are welcomed to stay as long as needed and play an active role in the settling-in process. Children's behaviour is good. Staff teach children about sharing and taking turns and help them to begin to resolve conflicts independently. Pre-school children learn about the nursery rules and to consider what they mean. Staff help children to notice and talk about differences and similarities between one another. Children are introduced to traditions and celebrations beyond their own experience, such as tasting noodles and dressing up for Chinese New Year.

### Outcomes for children are good

Children develop the skills to support them as they move through the provision or on to school. They enjoy the time they spend at nursery and form positive relationships with one another. Babies and young children enjoy listening to and joining in with stories. Older children begin to identify initial letter sounds and have a go at writing some familiar words. Children independently use numbers and counting within their play.

## Setting details

<b>Unique reference number</b>	EY544565
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10100691
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	37
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Stringer, Claire Louise
<b>Registered person unique reference number</b>	RP544564
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07805 278641

Little Flowertots Daycare registered in 2017. The nursery operates from the first-floor unit in a row of shops. The nursery is open Monday to Friday from 8am to 6pm all year round. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also provides before- and after-school and holiday provision for primary age children. The nursery currently employs four staff who hold appropriate qualifications at level 3 and two staff who are unqualified.

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