

Inspection of George Elliot Kindergarten

7 George Elliot Road, Coventry CV1 4HT

Inspection date: 14 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The nursery is welcoming and inclusive. During the COVID-19 pandemic, managers identified that some young children struggled to settle into the nursery. As a result, they made changes to their settling-in processes. These changes, which are adapted to meet children's individual needs, have enabled young children to settle more quickly. Children demonstrate that they are happy and feel safe with staff as they invite them to join in with their play. Young children seek out staff for cuddles when they need reassurance during the day. Children behave well and form lovely relationships with staff and their peers. They are friendly and respectful towards staff and each other. They listen well and follow simple instructions.

Children are motivated learners, who are eager to have a go. For example, they develop muscle control and coordination as they fill and empty containers when they happily splash in water. Children thoroughly enjoy exploring the exciting range of activities on offer. These activities, which are planned considering children's interests and stages of development, help children to acquire new skills. As a result, all children,, make good progress. This includes those who speak English as an additional language, those in receipt of additional funding and those with special educational needs and/or disabilities.

What does the early years setting do well and what does it need to do better?

- Managers and staff are well qualified and passionate about providing high-quality care and education. Managers are supportive of staff and prioritise time to look after their well-being. Staff often stay employed here for many years because they are so happy in their roles.
- The curriculum is well planned. Staff make precise observations and assessments of children's learning and share these with parents. Children are naturally curious and keen to explore the nursery environment. They enthusiastically make music in the garden as they bang metal pots and pans. They demonstrate good maths skills as they count 'five' pots and predict whether the next bang will be 'loud' or 'quiet'.
- The effective key-person and buddy system ensures children receive consistent high-quality care and education throughout their time at nursery. Staff gather detailed information about children's interests and routines when they start nursery. This means that children who are new to the nursery settle well because their key-person buddy fully understands how to support them.
- Overall, teaching is good and staff engage well with children. However, at times, staff do not make the most of opportunities to develop children's language skills to the highest level. On occasion, there is scope for staff to help children learn more new words and extend their vocabulary further.
- Performance management systems help managers to identify any training needs

and evaluate the overall quality of the nursery. Staff benefit from regular supervision and team meetings. However, staff do not consistently receive incisive feedback about their interactions with children because managers do not precisely focus on raising their teaching practice to the highest level.

- The nursery has gained an award for teaching children the importance of oral health. During a toothbrushing activity, children demonstrate that they understand how often they should brush their teeth and how much toothpaste they should use. They confidently talk about what foods are good and bad for their teeth.
- Partnership working is strong. Parents report that their children's experiences in the nursery are extremely positive. Staff regularly engage in training with professionals to meet children's individual needs. Staff work with local schools to support smooth transitions between the nursery and school for all those children who are moving on.
- Staff provide children with healthy meals and daily opportunities to be physically active indoors and outdoors. They support children to engage in well-being activities such as yoga, to help children to focus during activities.
- Staff are responsive to children's care needs and encourage children to be independent. Younger children learn to feed themselves from an early age. Older children confidently serve their own lunch and pour their own drinks.
- Children who are in receipt of additional funding are supported well. Managers have recently purchased resources to promote the well-being and development of individual children effectively.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an excellent understanding of child protection issues. They have secure knowledge of the signs that may indicate possible abuse to children. They understand the 'Prevent' duty, county lines guidance and the risk of female genital mutilation. They are aware of the whistle-blowing procedure and understand how to report any concerns they may have about a child or a member of staff. Recruitment procedures are robust. Vetting checks are completed to ensure that everyone working with children is safe and suitable to do so. Children's safety is given high priority at all times. Comprehensive risk assessments are in place and used effectively to ensure the environment is clean and safe.

What does the setting need to do to improve?

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

- enhance further opportunities for children to build their vocabulary and develop their language skills so they benefit from a language-rich environment
- focus staff support on further developing their existing teaching skills to help

elevate the quality of teaching to the highest level.

Setting details

Unique reference number	EY481322
Local authority	Coventry
Inspection number	10218124
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 at time of inspection	1 to 4
Total number of places	50
Number of children on roll	64
Name of registered person	Little Bunnies Childcare Limited
Registered person unique reference number	RP533960
Telephone number	024 7622 7937
Date of previous inspection	12 September 2016

Information about this early years setting

George Elliot Kindergarten registered in 2014. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery operates all year around. Sessions are available Monday to Friday, from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dale Ramsey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, the area manager and the inspector completed a learning walk together of all the areas of the nursery and discussed the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke with parents and children to gain their views and opinions of the nursery.
- The inspector held a meeting with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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