

# Inspection of I Can Day Nurseries

Kingsland Avenue, Coventry CV5 8EB

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Inspection date: 25 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children thoroughly enjoy their time at the setting. The environment is well resourced and children, including young babies, make their own independent choices about their learning and play. Staff are extremely attentive to children's needs and know them very well. This helps children to form strong relationships with staff and, consequently, children feel safe, happy and secure.

Children's development in communication and language, and physical skills are well supported and promoted throughout. Young babies have lots of opportunities to explore their large and bright environment. They can pull themselves up using low-level furniture as they take their first tentative steps. They play peekaboo with staff and giggle as they babble away. Toddlers are supported to gain independence. They are encouraged to put their own coats on and self-serve food at lunchtime. Pre-school children can freely choose whether to play indoors or outdoors with the wide range of activities on offer. Children can bring their own bicycles or scooters from home. Some have learned how to ride their bicycles without stabilisers.

Children gain an awareness of the world around them. They enjoy planting activities where they scoop and fill up pots with soil and plant their seeds. Children talk about the colours of the flowers and what their marigolds may look like. They talk about what a seed needs to grow. Children make good progress in their learning and are ready for their eventual move to school.

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

- Leaders have adopted a well-thought-out curriculum, sequenced on what children know and can do, and what they need to learn next. It is designed to enable children to acquire the skills necessary to become confident and successful learners.
- Leaders have effective systems in place to monitor the quality of teaching to ensure it is consistently good. Staff have regular supervision, reflection and evaluation meetings. They have access to online training and are supported to follow areas they are interested in. For example, the setting is currently redeveloping the forest-school area. A staff member has gained their qualification in forest school and will be leading activities designed to ensure all children have access to this outdoor learning.
- Partnership with parents is strong. Parents comment that their children are happy and settled. They enjoy feedback about their child's progress and say effective communication systems are in place both online and verbally.
- Children with special educational needs and/or disabilities are given the support they need to enable them to make the best possible progress. Leaders and staff work well with other external agencies who may also be involved in the child's

care. Appropriate plans are put into place to support children and their learning. For example, they use methods, such as 'objects of reference' or flash cards to help communicate with children and for them to express their needs.

- All children benefit from lots of fresh air and activities outdoors. Staff deployment is effective in ensuring that children's safety and needs are met. Children are allowed to take age-appropriate risks. For example, older children enjoy building an assault course and walking over balancing beams. They chat to each other and are excited to join in. They giggle with delight when staff say, 'don't let the crocodile get you' as they try to 'eat them' when they do not make it across the beams. However, there are occasions when some of the activities do not provide sufficient challenge for those children who are most able.
- Children are being taught to respect each other and their differences. The setting recently completed a mental health awareness week for children. Children attended a 'baby spa' and had their nails painted. Children role played at the hairdressers and enjoyed exploring face masks. Boundaries and rules are introduced at an early age and staff talk to children about their feelings and emotions. Children show empathy towards each other and check that their friends are okay if they have hurt themselves. Consequently, children behave well.
- A strong emphasis is given to communication and language skills. Staff are good role models and interact positively with children. Children enjoy listening to stories and each room has their favourite books. Older children are starting to learn about letters and the sounds they represent. However, the provider's curriculum for mathematics is not promoted as well as it could be. Children are not consistently able to test and trial their ideas or learn early mathematical concepts, such as comparing size and shape.
- Children are learning about healthy lifestyles. They follow good hygiene practices. Children have access to 'nose wiping stations'. These comprise of tissue stations with bins where children are encouraged to take care of their own personal self-care needs. Children are encouraged to regularly wash their hands. They benefit from freshly prepared snacks and hot meals.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff are kept up to date with safeguarding policies and procedures. Staff refresh their knowledge every three months of the safeguarding policy and attend safeguarding training yearly. All staff have a good, robust understanding of the procedures to follow if they had concerns about children in their care. Leaders ensure that safer recruitment procedures are followed when employing staff and appropriate inductions are undertaken. Risk assessments are completed to ensure the environment is safe for children. Swift and appropriate action was taken by the provider when some potential risks were identified by the inspectors. Going forward, these will be included in daily checks by staff.

## **What does the setting need to do to improve?**

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

- provide more opportunities to challenge those children who are most able, to ensure that they make the very best progress
- enhance the curriculum for mathematics even further, to provide children with opportunities to test and trial ideas through shape, weight and measure.

## Setting details

<b>Unique reference number</b>	EY450205
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10229780
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	150
<b>Number of children on roll</b>	177
<b>Name of registered person</b>	The Charterland Academy Limited
<b>Registered person unique reference number</b>	RP531788
<b>Telephone number</b>	02476 672552
<b>Date of previous inspection</b>	21 February 2017

## Information about this early years setting

I Can Day Nurseries registered in 2012. The nursery employs 35 members of childcare staff. Of these, 28 hold appropriate early years qualifications ranging from level 2 to level 6. The provider is a qualified teacher. The nursery opens from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Johanna Holt  
Jennifer Turner

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The provider, manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors carried out joint observations of three activities with the provider.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation, such as risk assessments and reviewed 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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