

# Inspection of Little Swanswell Nursery

Cornerstone Family Centre, Howard Street, Coventry CV1 4GE

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Inspection date:

26 April 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children play in a safe environment. Most children separate happily from their parents at the entrance and choose from the activities set out for them by staff. However, some children are finding it difficult to settle. There are sufficient resources that are suitable for the children who attend. Staff assess children's different stages of development and decide on what they want children to learn next. However, they do not routinely involve parents in the planning for their child's learning. That said, partnerships are effective in ensuring that children with special educational needs and/or disabilities get the additional support that they need.

The quality of teaching is not consistent across the staff team. Some staff do not fully support children in leading their own learning. Activities do not link well enough to children's different interests.

Children understand behaviour expectations. They interact well with staff and each other. Staff meet children's care needs appropriately. Children's good health is addressed well. Children eat healthy food and are physically active in the outdoor area every day. They learn to manage simple tasks for themselves. Children collect their coats before playing outside. Older children put their coats on without help. Staff offer good support as children learn to manage zip fasteners.

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

- There have been improvements to the provision since the last inspection. Safety issues have been addressed. The provider and the two managers identify that the support provided by local authority advisers has helped staff to improve their teaching skills. However, the quality of teaching is not consistent across the staff team. Consequently, some children do not make best progress. There have been staff changes since the last inspection. Children are safeguarded because required staff-to-child ratios are maintained.
- Staff plan and provide activities and they observe children and assess their stages of development. However, staff do not consistently use what they know about children to challenge them effectively while they play, in accordance with what each child already knows and can do. That said, children acquire the necessary skills for their future learning in school.
- Partnerships with parents are not good enough. Some parents say that they do not know who their child's key person is. The key-person system is not effective. It does not help all children to settle in through building a settled relationship with every child and ensuring good communication with parents. Staff do not include parents' views in children's baseline assessments. They do not routinely include parents' views to inform planning for children's learning.
- Staff adopt effective teaching strategies so that young children progress from

babbling to using single words and then short sentences. They interpret the needs of babies through the babies' non-verbal forms of communication. Older children express themselves well. However, when staff talk with children they do not always give the children time to put their thoughts into words.

- Children develop physical skills while climbing, sliding and riding on toys in the outdoor play area. However, staff do not plan well enough to help older children extend their physical skills. Staff do not demonstrate an understanding of how the development of very young children's large-muscle movements leads to the development of their handling skills. For example, children aged under two years are not provided with opportunities to make marks on a large scale. Resources in their playroom for mark making are small chalkboards and small pieces of paper and pencil crayons.
- Staff support babies' sensory exploration well. Young children begin to engage in role play with others. They choose their favourite dressing-up clothes and admire themselves and dance while looking in the mirror.
- Children eat healthy meals and snacks. Individual dietary needs are known and addressed by the cook and staff. Systems are in place to ensure that children do not come into contact with food that would do them harm.
- Children play cooperatively with their friends, for example, in the home corner and while playing with construction toys. However, there are occasions while they are happily interacting without staff's involvement when staff join in with their play. This prevents children from leading their own learning through working together.
- Staff support children's mathematical development well. Two-year-old children are learning to match colours, count objects with one-to-one correspondence and recognise different sizes.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and two managers are the designated leads for safeguarding and they share the knowledge they gain on their training with the staff team. Staff supplement their knowledge with completion of online courses. They know the signs of abuse and neglect and the referral procedures to follow if they have a concern. Staff are aware of their responsibilities to prevent children from being drawn into situations that may put them at risk. Procedures for recruitment and selection meet requirements. The premises are safe and secure so children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
make sure that parents know the name and role of their child's key person, and ensure that every key person offers each child a settled relationship, builds a relationship with parents and supports parents in guiding their child's development at home	27/05/2022
develop the guidance, coaching and training provided for staff to improve the quality of teaching across the staff team and ensure all children make as much progress as they can.	27/05/2022

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

- give young children more time to think and then respond when questions are asked of them and during conversations
- improve staff's understanding of child-initiated play and how children learn through developing their own ideas, working together and developing strategies for doing things
- extend staff's practice for linking the development of young children's large-muscle movements with the development of their handling skills, and improve practice for supporting older children in developing their spatial awareness, coordination and agility.

## Setting details

<b>Unique reference number</b>	EY414744
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10237119
<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>	61
<b>Number of children on roll</b>	142
<b>Name of registered person</b>	Paradise Mobile Creche Ltd
<b>Registered person unique reference number</b>	RP528545
<b>Telephone number</b>	02476 633 899
<b>Date of previous inspection</b>	19 January 2022

## Information about this early years setting

Little Swanswell Nursery registered in 2010 and is situated in Coventry. The nursery employs 16 members of childcare staff, 14 of whom hold appropriate early years qualifications ranging from level 2 to level 6. One of the two managers holds qualified teacher status. The nursery operates all year around. Sessions are available Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Burnet

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- One of the two managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with the nominated individual and the managers about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with a manager.
- The inspector spoke with parents and took account of their views.

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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