

Inspection of Hinckley Road Nursery

Dorchester Way, Coventry, Warwickshire CV2 2NB

Inspection date:

13 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and feel safe. They enter the setting eagerly. Staff support children unconditionally and know them well. They integrate children into the setting using a thorough settling-in process. Children and parents build highly meaningful relationships with key persons. Staff sensitively carry out children's hygiene routines. This helps children to develop their self-esteem and confidence. Staff embed daily expectations and routines. These include handwashing, using cutlery to eat and brushing teeth with children, who cooperate with extreme familiarity. Staff teach children to have the upmost respect for each other. The nursery has a very clear behaviour management strategy, which is securely understood by staff. Children's behaviour is exemplary.

Children make exceptional progress from their starting points. Staff have high expectations of all children and implement a curriculum that they base on children's required learning and interests. Children access the well-organised, stimulating and cleverly thought-out learning environment. Staff provide opportunities for children to take managed risks outside. These include forest school activities, such as using a fire pit and a rope swing. This allows children to engage in exciting practical learning. Children eagerly recall what they have learned previously and can explain it to others with confidence. For example, they talk about pets, including two dogs and a rabbit that visited the setting last week.

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

- Leadership of the setting is meticulous, and the manager strives for the highest quality. The manager is highly supportive of staff. She operates an open-door policy and addresses any issues with staff practice or performance immediately.
- The quality of education at this setting is excellent. Staff implement the curriculum in a unique manner and deliver adult-led group learning spontaneously. This gives children the choice to join or not, but most do and stay because the sessions are highly engaging. Staff monitor children's individual learning continually to ensure excellent progress.
- Staff promote children's communication and language development enthusiastically. There is a focus on singing and reading stories, and staff model inspiring interactions during group learning. Children are exposed to new vocabulary and are keen to learn it. For example, they initiate a conversation with staff about a factual book and listen excitedly to the information they learn.
- Children have countless opportunities to develop their literacy skills. Staff teach them about rhyming, letter recognition and story structures. Some children already access a reading book scheme and fully enjoy practising their reading.
- Personal, social and emotional development is a key focus at this setting. Staff believe that with the correct skills in this area, all future learning is possible.

Children demonstrate an extremely secure understanding of their emotions. They build positive relationships with adults and their peers. They are accomplished and independent in their self-care. Children are eager to put on their own wellington boots and all-in-one suits to access the mud kitchen.

- Staff understand children's prior learning experiences and take these into account. They provide rich learning experiences for all children. These include taking care of the nursery pets or going to the supermarket to shop for ingredients before a cooking activity. Children widen their knowledge of the world extensively.
- The provision for children with special educational needs and/or disabilities (SEND) is comprehensive. Staff act proactively to ensure these children receive excellent support, including working with other professionals. They recognise possible delays in children's development quickly, initiate conversations with parents and implement individual learning plans efficiently. This helps to ensure that children with SEND make rapid progress, given their starting points.
- Children learn the importance of being healthy through a wealth of innovative experiences. They have recently harvested their allotment and thoroughly enjoyed tasting different foods and taking them home to share with their families. Staff motivate children to take part in physical exercise specifically to increase heart rates and explain to children why this is essential.
- All staff reflect on their practice regularly and use specific assessment tools to improve the environment. The manager prides herself on improving outcomes for children. She featured in a podcast with a member of parliament to discuss the benefits of employing highly qualified and knowledgeable educators.
- Parents express happiness with the service and report that staff go above and beyond for their children. Staff communicate with parents highly effectively, and ensure they are kept fully up to date with their children's development. Managers also share additional information and provide advice regularly to further support families.

Safeguarding

The arrangements for safeguarding are effective.

Staff have vast safeguarding knowledge. They can identify key signs and symptoms of possible abuse or neglect and know the procedures for making referrals if they have concerns. This helps protect children from harm. The nursery building is secure with external locks and a keypad entry. Managers implement a thorough visitors' procedure and ensure the safe use of technology by everyone on site. Staff carry out risk assessments along with health and safety checks throughout. This helps to keep children safe. Staff manage children's allergies and dietary requirements precisely. This ensures children's safety while eating. Managers conduct safer recruitment procedures, and all new staff receive a thorough induction when they start. This ensures that all those working on site are suitable.

Setting details

Unique reference number	EY357664
Local authority	Coventry
Inspection number	10116382
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	2 to 4
Total number of places	44
Number of children on roll	32
Name of registered person	Weaver-Ennis, Lorraine Marie
Registered person unique reference number	RP907932
Telephone number	0247 6618453
Date of previous inspection	12 June 2013

Information about this early years setting

Hinckley Road Nursery registered in 2007. It operates from a purpose-built unit in the grounds of Pearl Hyde Primary School in Wyken, Coventry. The nursery is open term time only, Monday to Friday from 8.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. A team of three staff, including the provider/manager, work directly with the children. Of these, one holds an early years qualification at level 3 and the provider/manager holds early years professional status.

Information about this inspection

Inspector

Natalie Herbert

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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