

Inspection of Galley Common Childcare Limited

Galley Common School, Plough Hill Road, Galley Common, NUNEATON CV10 9NZ

Inspection date: 15 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and well cared for at this warm and friendly setting. Staff and children create meaningful relationships with one another. Children who have recently started to attend are quick to settle, as they receive plenty of cuddles and reassurance from the loving staff throughout the day. Children are confident in their play and direct their own learning. They decide what they want to play with and whether they would like to be indoors or outdoors.

Staff carefully plan activities around the children's prior interests. This ensures that children engage and are happy in their learning environment. Staff research what the children's likes and dislikes are. They are knowledgeable about what the children know and can do already. The staff go to great lengths to acquire this information before the children start to attend the setting. The staff schedule visits to their homes, send out parent questionnaires and invite parents to induction days. This helps children to have a smooth transition from home to nursery.

Staff, including the special educational needs coordinator, support children with special educational needs and/or disabilities (SEND) well. They promptly complete early assessments and referrals for children. Staff work effectively with external agencies to ensure that the children make the best possible progress.

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

- Children are confident in exploring both the indoor and outdoor environments. They have access to a range of stimulating resources. Children choose to have fun with the water wall. They fill cups of water and use their hands stretched up to pour the water into the top bottle. This strengthens muscles in the wrist in preparation for writing. Children watch in fascination as the water flows into another bottle. They experiment with the different bottles and manoeuvre them accordingly to watch the water race out. Children play well with each other, sharing resources and taking turns. Staff skilfully support the children as they play, asking open-ended questions, such as 'where is the water going?'
- Children enjoy the newly purchased sandpit. They confidently take off their own shoes and socks. 'It's cold', they declare, as they bury their feet into the sand. Children use spades to scoop out the sand and fill up buckets. This promotes early mathematical concepts, such as 'full' and 'empty'. Children delight in finding hidden golden coins in the sand. As they find the coins, they carefully collect them in a small treasure chest. Children share their collection with visitors to have a look. Children are confident communicators.
- Staff provide healthy snacks for the children to access independently. Children help themselves to fresh fruit, toast and a choice of milk or water. A member of staff sits with the children as they eat their snacks and engages children in

meaningful discussions. The children enjoy mealtimes at the setting. They all behave well and confidently explore the contents of their own lunchboxes and independently help themselves to their lunch. However, staff do not work closely enough with parents to promote children's healthy diet. Children do not have a healthy selection of food in their lunch boxes.

- Children who are part of story time listen attentively. Staff pause and ask questions, gauging the children's interests. Staff ask, 'who will they find?' Children engage and reply to staff's questions. If they need help staff gesture using hand and arm movements to prompt the children. For example, when there is an elephant on the next page, staff use their arm to make a trunk. The children all shout 'elephant' unanimously. Staff do not support all children, in particular children with SEND to join in with story time. This does not promote all children's communication, language and literacy development to the highest level.
- Staff comment that they feel well supported by the management team. They feel as though the team is an extension of their family. The managers have high regard to the staff members emotional well-being and review this during supervision meetings. Staff receive additional training to suit their interests and passions.
- Parents are happy with the setting. They comment that their children have settled in well. They know what their children are doing throughout the day and are happy with their development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have detailed and in-depth knowledge of safeguarding concerns. They know how to identify different signs and symptoms of abuse. When staff have concerns about a child, they act swiftly and record and monitor concerns effectively. Staff are aware of what to do if they have concerns about another adult's conduct with a child. Leaders have devised a new monitoring sheet, which helps them to identify any patterns of concern. The premises are secure. This helps to ensure children are safe.

What does the setting need to do to improve?

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

- work more closely with parents to provide further information on the importance of providing healthy and nutritional food for their child's lunch at the setting to promote further children's healthy lifestyle
- strengthen teaching to provide even more support for children with SEND to access all learning activities, specifically story time to support them to make the best possible progress in their communication, language and literacy

development.

Setting details

Unique reference number	EY463139
Local authority	Warwickshire
Inspection number	10233891
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	46
Number of children on roll	46
Name of registered person	Galley Common Childcare Limited
Registered person unique reference number	RP532634
Telephone number	02476393758
Date of previous inspection	4 October 2016

Information about this early years setting

Galley Common Childcare Limited registered in 2013. It is operated by a private provider from premises within the grounds of Galley Common Infant School. The provider employs 10 members of childcare staff which are all qualified from level 3 to level 6. The setting opens Monday to Friday, from 8am until 6pm, during term time. It provides funded early education for two, three- and four-year-old children. The setting also provides before- and after-school care from 8am until 9am and from 3pm until 6pm during term time.

Information about this inspection

Inspector

Salma Yates

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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022