

# Inspection of Coventry University Nursery

Alma Buildings, Alma Street, Coventry CV1 5QA

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Inspection date: 19 January 2023

<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 arrive at the nursery excited and eager to go inside. Staff know all children and families well. They greet them warmly and are welcoming. This helps children to settle, feel safe, and secure.

Pre-school children enjoy playing outdoors. They spend time using magnifying glasses to look at small-world insects. As they do this, they engage in rich conversations with each other and adults. The children also enjoy counting the insects legs, they talk about, and compare the various shapes and sizes of them. This supports their understanding of the world and mathematics. Younger children confidently move around the garden in a range of ways. They jump, crawl and enjoy climbing in and out of cars. They also delight in playing hide and seek with each other. This supports their physical development and social skills. Babies enjoy playing with balls and instruments. They use their increasing physical skills to reach, grab, crawl and shake them. As they do this they say 'shake, shake'. This supports their physical skills and their emerging communication and language development.

Staff are good role models. They teach children the nursery rules and the importance of being kind. All children behave well, are motivated to learn, and make good progress. This ensures they are ready and well prepared for their next stage in learning.

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

- The nursery curriculum is generally well designed to provide children with the sequence of learning they need to make good progress. However, information gathered from assessments and observations is not always used effectively. Consequently, not all staff have a clear vision of what they need their children to learn now and next, in order to make the best possible progress.
- Communication and language is well supported across the nursery. Staff are good role models and give children time to talk and test out their ideas. For example, older children enjoy playing with play dough, they pretend to make pizzas and share ideas as to what toppings they can put on their pizzas. Staff sit alongside children as they do this and respond appropriately. This ensures children are confident to express their ideas and persevere at tasks.
- Children with special educational needs and/or disabilities are well supported. The manager and staff have high expectations and have formed strong links with outside agencies. They devise targeted plans of support for each individual child. This ensures all children make good progress.
- The nursery environment is stimulating and welcoming. The manager and team know all of the children and families well. The setting celebrates all of the

children that attend, their culture, festivals and family. This contributes to children's high levels of self-esteem.

- Self-help and independence is well supported throughout daily routines. Staff encourage children to put on their own shoes and coats, choose what they want to play with, tidy up and wash their hands before eating.
- Children enjoy being active, and are offered healthy snacks and meals. However, staff do not use these opportunities to teach children about healthy eating, good oral hygiene, and the importance of regular exercise.
- Children thoroughly enjoy their time in the outdoor space. They develop their physical skills as they navigate the garden confidently and engage in a range of activities. For example, children like spending time filling and emptying various containers with sand. As they do this, they talk to staff and share their understanding of some mathematical concepts, such as full and empty.
- Parents report how safe and happy their children feel at nursery. They share how happy they are with the progress their children make, especially how their confidence and language has improved since starting to attend. Parents are also happy with the excellent daily verbal and written feedback they receive.
- Leaders and managers show great commitment to the professional development of the team. This supports staff practice and well-being and helps leaders and managers to identify any additional training needs.
- Children benefit from the strong links the nursery has made with local schools. This helps to keep children safe and supports a smooth transition as children move on to start school.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know the possible signs and symptoms that indicate a child may be at risk of harm or abuse. They know the local procedures they must follow to report any child protection concerns, or in the event an allegation is made against any member of staff or the manager. Leaders work with their safeguarding department to undertake rigorous recruitment, suitability and health checks, which ensure that staff are and continue to be suitable to work with children. All documents are kept well maintained and records are accurate.

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

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

- enhance staff's abilities to plan activities that more sharply focus on what children need to learn now and next, so that they make the best possible progress they can
- make better use of everyday routines to help teach children about the importance of healthy eating and good oral health.

## Setting details

<b>Unique reference number</b>	511628
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10264941
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	49
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Coventry University Committee
<b>Registered person unique reference number</b>	RP520086
<b>Telephone number</b>	02476887305
<b>Date of previous inspection</b>	30 June 2017

## Information about this early years setting

Coventry University Nursery registered in 1999. It operates from a self-contained building in the Hillfields district of Coventry. The nursery is open Monday to Friday from 8am to 6pm, throughout the year. The nursery employs 11 childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kiri Gill

## 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 childcare manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this had on children's learning.
- A joint evaluation of the quality of teaching during an activity took place between the childcare manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the setting managers and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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