

Inspection of Little Swanswell Nursery

Cornerstone Family Centre, Howard Street, Coventry CV1 4GE

Inspection date: 7 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive full of enthusiasm and keen to greet their friends. They demonstrate high levels of confidence as they choose from the wide range of exciting activities on offer. Outdoors, children have great fun as they whizz around using wheeled toys. Children concentrate as they use balancing blocks, which help them to develop their body strength and coordination. Toddlers squeal with delight as they take part in action songs. They move energetically as they run, jump and hop. Children are kind and considerate. For example, they help each other to put on dressing-up outfits in the role-play area. Children are independent. Babies select toys from easily accessible resources, toddlers learn to put on their own coats. Older children serve their own lunches and manage their personal care independently.

Children develop a love of books. Babies snuggle onto staff's laps as they listen to a story. Older children select books as they play. They handle books correctly and know print has meaning. Children sit together and talk about the characters in the book. They make up their own versions of the story. All children, including those with special educational needs and/or disabilities (SEND) and English as an additional language (EAL), make good progress from their starting points.

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

- Leaders have made significant improvements since the last inspection and have addressed the actions raised. Staff receive regular supervision, coaching and training to help them to provide good quality teaching, to help all children to make the best possible progress.
- Leaders use any additional government funding the nursery receives to help to target any gaps in children's learning and development. For example, they organise outside professionals to provide drama and music classes. Children take part in a variety of trips and events outside of the nursery to further extend their knowledge.
- Staff manage behaviour effectively. Children learn to share, take turns and play cooperatively. When a child arrives in the pre-school for a transition visit, children are quick to welcome them and invite them into their play.
- Children are deeply engaged as they use a variety of craft materials, including glue sticks, tissue paper and crayons. However, at times, staff overly direct these activities and reduce the opportunities for children to develop their creativity, and build on their own ideas and ways of doing things.
- Staff provide plenty of opportunities for children to develop their small-muscle skills. Throughout the nursery, children learn to use a range of small tools, including scissors, paint brushes and cutlery. Children are encouraged to push, roll and shape dough as they make pigs and other characters and objects, linked

to a favourite story.

- Pre-school children begin to show accuracy and care when drawing. Some children can recognise the letters of their name and others can write clearly formed letters.
- Staff support babies to develop their language skills through simple songs and rhymes. They consistently respond to babies' babbles and gestures. Toddlers learn to repeat phrases from favourite stories. Staff skilfully encourage pre-school children to use their developing language skills to talk about their interests and give opinions and ideas during discussions.
- Babies benefit from the good care and attention of the nurturing staff. Staff respond promptly to children's needs, for example, if they are hungry, upset or need a nappy change. However, occasionally during busy times when staff are occupied with the youngest babies, older babies are not always purposefully engaged.
- Staff extend children's learning during routines and play. For example, children help staff with the head count as they prepare to go outdoors. In the toddler room, staff help children to develop their knowledge of shapes as children use chalks on the chalk board.
- The special educational needs coordinator carefully assesses the needs of those children with SEND and puts detailed plans in place. She works closely with parents and other professionals to ensure these children get the support they need to reach their full potential.
- Individual learning needs for children with EAL are identified at an early stage and leaders ensure these children are given the extra support they need to help them to catch up with their peers.
- Parents speak highly of the staff and say they work closely with their children's key person. Parents comment on the good progress their children make during their time at the nursery. They appreciate the ideas and resources staff provide to help them to continue their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure and up-to-date knowledge of safeguarding issues and know how to recognise and report any child protection concern to other professionals. Leaders have robust recruitment procedures in place to help to deem staff suitable to work with children. All staff are aware of the nursery's whistle-blowing procedures and leaders know what action to take in the event of an allegation against a member of staff. Daily checks of the resources and premises are undertaken by staff, to help to identify and remove any potential hazards, so that the environment is safe for children to play in.

What does the setting need to do to improve?

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

- help staff to identify when to step back during adult-led and child-initiated activities to enable children to develop their creativity and build on their own ideas and ways of doing things
- support staff to review the organisation of the baby room, so that older babies are purposely engaged during busy times.

Setting details

Unique reference number	EY414744
Local authority	Coventry
Inspection number	10242985
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	102
Number of children on roll	133
Name of registered person	Paradise Mobile Creche Ltd
Registered person unique reference number	RP528545
Telephone number	02476 633 899
Date of previous inspection	26 April 2022

Information about this early years setting

Little Swanswell Nursery registered in 2010 and is situated in Coventry. The nursery employs 20 members of childcare staff, 16 of whom hold appropriate early years qualifications ranging from level 2 to level 6, including one with qualified teacher status. The nursery operates all year around. It opens each 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

Karen Laycock

Inspection activities

- The inspector discussed any continued impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager carried out a number of joint observations with the inspector to evaluate the impact of teaching on children's learning.
- Parents spoke to the inspector and gave their views of the nursery.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The inspector held meetings with both nursery managers, special educational needs coordinator and the provider.

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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