

# Inspection of Capellas Nursery

656 Kenilworth Road, Balsall Common, COVENTRY CV7 7DY

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Inspection date: 15 May 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 attend the setting happy and ready to learn. They are greeted by the friendly, caring staff, who are attentive to their emotional well-being. Children receive plenty of cuddles and reassurance throughout the day. This helps them to feel safe and secure. If children become upset, staff use an emotion board to help older children discuss how they are feeling. Staff listen attentively and help children to manage their emotions.

Children show positive attitudes to learning and model the positive behaviours they see from staff. For example, babies join in with staff and copy the actions to 'Row, row, row your boat'. They find a friend and reach out to grasp their hands. Babies smile with excitement as they move their bodies back and forth. This helps them to develop socially and learn how to play with one another.

Children take risks and challenge themselves physically in the outdoor area. Children concentrate as they travel over tyres of varying heights and widths. They carefully balance their bodies as they walk along the tyres. When children get to the highest tyre, they experiment with balance and try standing on one leg. Staff applaud and cheer as children manage this task. Children jump down, beaming with pride, and they encourage their friends to join in. This helps children to increase their physical strength and supports their sense of achievement.

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

- Staff work relentlessly to instil a love of reading and literature throughout the setting. Babies show interest and independently choose hardback books with rhymes and sounds. They know how to hold the books and turn the pages. They sit comfortably as they point to pictures and press buttons to hear noises and sounds. Younger children enjoy a familiar book about a witch. They listen and are totally immersed in the story. Staff skilfully use props to entice the children. Children giggle with delight as a dragon appears from behind the storybook. Older children retell a familiar story about a caterpillar, and they know the names of popular children's authors. These experiences expose children to a wide range of new words and vocabulary, such as cocoon and cauldron.
- Children learn about growth and change over time as they engage in planting potatoes. Staff ask questions about how plants grow and give the children opportunities to think and ponder. Children eagerly reply with answers, such as 'water', 'sun', 'watering can' and 'rain'. Staff praise children for their contributions and further extend knowledge as they explain how soil provides nutrients to help the potatoes grow. These experiences help children to develop their knowledge of the natural world and where food comes from.
- Staff promote children's independence at every opportunity. They use a special

method to help children with putting on their coats. Children excitedly announce to staff members and visitors when they have managed to put their coats on for themselves. Children serve their own dinners, scrape leftovers into a bin and pile up their plates. This helps children to develop a sense of responsibility. Children wear slippers indoors. This gives them an opportunity to practise taking off and putting on their own shoes. These tasks help children prepare for their next stage in education.

- Leaders plan a broad and varied curriculum and have high expectations for all children. Children with special educational needs and/or disabilities receive good support. All children have plenty of opportunities to develop across the areas of learning. However, staff do not always use assessments of children's development as well as possible to plan precisely for children's learning needs.
- Parents are pleased with the care that the children receive. They comment that their children are happy and enjoy attending the setting. Parents of pre-school children comment about the reading books that the children bring home with them. However, staff do not keep all parents fully updated on their child's current learning goals so they can further support their progress at home.
- Leaders and managers hold regular supervisions with the staff, supporting their professional development and well-being. Leaders constantly review and improve practice and offer further training and support when needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff know how to keep children safe from harm. They know how to identify signs and symptoms of abuse and how to refer any concerns. They know how to identify various safeguarding concerns, including signs of female genital mutilation and radicalisation. Staff are aware of what to do if they are not happy with another staff member's conduct with children. Staff undertake regular safeguarding assessments with management and room leaders. Leaders complete rigorous and robust recruitment and induction procedures to ensure the ongoing suitability of staff members. The premises is safe and secure, and harmful substances are stored away from children's reach and sight.

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

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

- use children's assessment information to plan learning experiences that are more precisely targeted, to help children build on what they already know and can do
- strengthen parent partnership to keep parents fully informed about their child's current learning goals so that they can support learning at home.

## Setting details

<b>Unique reference number</b>	EY381774
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10285461
<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>	70
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Capellas Ltd
<b>Registered person unique reference number</b>	RP905174
<b>Telephone number</b>	01676532853
<b>Date of previous inspection</b>	6 October 2017

## Information about this early years setting

Capellas Nursery registered in 2008. The nursery employs 16 members of childcare staff. Of these, the majority hold appropriate early years qualifications at level 2 to qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## 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 provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and 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 inspector spoke with the manager 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity 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.

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