

Inspection of Davenport Lodge Nursery School

Davenport Lodge School, 21 Davenport Road, COVENTRY CV5 6QA

Inspection date: 16 January 2024

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

Staff ensure all children receive a warm welcome on arrival to the setting. They support children to settle quickly and encourage them to explore the learning opportunities and activities on offer. Staff skilfully support children to become keen learners, who are excited by the indoor and outdoor learning environments. Staff encourage children to do things for themselves. They successfully develop children's self-awareness. For example, children know that they need to put on their hats, coats and scarves to stay warm while they spend time outdoors. Staff are quick to respond to children's requests. Therefore, children gain the confidence to ask for help when they need some support to practise a new skill. For example, they ask staff to help them balance as they walk along a wooden plank. Staff recognise and praise children when they are kind and supportive to each other. They comment positively when children take turns to hold the hands of their friends as they practise their balancing skills.

Babies and very young children benefit from the nurturing approach across the setting. Staff implement gentle and consistent care routines that respect children's dignity. Positive and well-planned interactions contribute to children's emotional well-being. Children respond positively to staff and seek them out for comfort and as play partners. A highly effective key-person system further supports children's feelings of safety and security. This enables babies and children to become highly engaged in the play opportunities on offer. Staff support babies active play as they delight in climbing and crawling on the large play equipment available to them.

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

- Leaders have developed a clear and ambitious curriculum. There is a clear vision and leaders promote the setting's values across all aspects of provision. Leaders and staff have high expectations of all children, including those with special educational needs and/or disabilities (SEND). Leaders ensure that staff have good working knowledge of child development in order to effectively support teaching and learning. Children make good progress across all seven areas of learning.
- Staff say that leaders support them and promote their well-being. They are given opportunities for their professional development, to enhance their existing skills and knowledge. New staff say that they are helped to settle quickly into their roles.
- The experienced special educational needs coordinator supports staff to swiftly identify any concerns about children's development. They work in close partnership with parents and external agencies to ensure that children promptly get the support they need. As a result of this, children with SEND make strong progress.

- Children are well supported to develop their independence. Staff are mindful of children's differing levels of development. They offer just the right amount of support for children to get involved in their personal care. At snack and mealtimes, younger children are encouraged to feed themselves. Older children are praised for having a go at putting on their coats when getting ready to go outdoors.
- Staff plan many opportunities for adventurous play. They encourage children to develop their strength and stamina through physical and active experiences. Children confidently climb, slide, run and jump. Older children delight in using balance bikes and are able to skilfully negotiate obstacles. They understand the need to keep everyone safe, and talk about a 'traffic jam' when many children are using the wheeled toys.
- Staff provide many opportunities for children to mark make using various resources. However, they do not consistently support children's freedom of expression. There is a lack of awareness across the staff team of the importance of enabling children to develop their own thoughts and ideas through creative experiences.
- Children behave well. Staff consistently communicate clear expectations. They skilfully support children to think about how their actions impact others. Children demonstrate a clear understanding of making the right choices. They are thoughtful and respond positively to staff members and their peers.
- Staff are strong role models for communication and language. Singing and stories are an important part of the daily routine across the setting. Staff use Makaton to increase children's access to the curriculum. They introduce new words and maximise every opportunity to support the development of children's vocabulary.
- Parents are delighted with the service. They appreciate the kind, nurturing and efficient staff. Parents state that their children are happy and excited to attend. They particularly like the opportunity they have had to visit the setting during recent coffee morning sessions.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to further develop their understanding of the importance of promoting children's own ideas, imaginations and creativity through their original artwork and mark-making designs.

Setting details

Unique reference number	EY365122
Local authority	Coventry
Inspection number	10307874
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	116
Number of children on roll	134
Name of registered person	Alpha Plus Group Limited
Registered person unique reference number	RP531202
Telephone number	02476 675051
Date of previous inspection	29 March 2018

Information about this early years setting

Davenport Lodge Nursery School registered in 2005. The nursery employs 26 members of childcare staff. Of these, 18 staff hold qualifications at level 3 or above and four are qualified at level 2. The nursery also employs four unqualified staff. Of the above, one holds qualified teacher status and two hold early years professional status. The nursery opens from Monday to Friday all year round except for bank holidays. Sessions are from 7.50am to 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 special educational needs and/or disabilities.
- 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 carried out joint observations of group activities with the manager and the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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