

Little Swanswell Nursery

Cornerstone Family Centre, Howard Street, Coventry, CV1 4GE



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|--------------------------|----------------|
| Inspection date | 10 August 2015 |
| Previous inspection date | 21 April 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The management team have made significant improvements since their last inspection. Together, management and staff have successfully implemented actions to drive improvement. New members of staff have been recruited, including the deputy manager who is responsible for overseeing the monitoring of educational programmes.
- Secure arrangements are in place to safeguard the children. Since the last inspection the management team have reviewed their policies. Learning materials have been introduced to ensure all members of management and staff fully understand their individual roles and responsibilities.
- Children's learning and development is effectively promoted because staff successfully follow children's interests. Children are fully engaged in their learning and make good progress, preparing them well for future learning and school.
- Children's emotional security is addressed well. Relationships between staff and children are good. Also, children are happy and settled.
- Staff establish good partnerships with parents. They share information regularly regarding the children's care and the progress they make. Staff make suggestions on how parents can contribute towards their children's learning at home. Children benefit from this consistent approach.

It is not yet outstanding because:

- Staff do not always make the most of opportunities to support young children's early writing skills. Staff are sometimes over eager to write children's names for them on the artwork they produce.
- Children are not consistently helped to fully consider the consequences of their actions and behaviour on others.

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What the setting needs to do to improve further

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

- enhance opportunities for children to learn that they can write for a variety of purposes
- give children more consistent messages about how their behaviour and actions can affect others.

Inspection activities

- The inspector observed activities in the large playroom and the outside learning environment.
- The inspector conducted observations of activities and evaluated the teaching methods with the manager.
- The inspector held meetings with the manager, her deputy and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from documentation completed by them.

Inspector

Hayley Lapworth

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Inspection findings**How well the early years provision meets the needs of the range of children who attend. This is good**

Children arrive happy and are keen to access the resources on offer. The wide variety of activities, both indoors and outside supports the children's individual interests and preferred learning styles. Staff know the children well and quickly respond to their emerging interests as they play. When children play with diggers in the sand staff encourage them to think about what other materials diggers move from one place to another. They discuss materials, such as soil and bricks. Staff suggest that they fetch some soil from the outdoor area to use in their play to further extend this learning. Staff talk to the children about the textures of different materials. They help them to solve problems and understand why some materials feel cooler to touch than others. Planned activities successfully incorporate children's previous learning experiences, such as a recent trip to the museum. Children eagerly look at books and listen to stories read to them by staff. However, staff do not always encourage children to write for a purpose. They do not make the most of opportunities for children to begin to write their own names. Staff observe children as they play and assess what children need to do next in order to progress. This information is then effectively shared with parents to help them in supporting their children's development at home.

The contribution of the early years provision to the well-being of children is good

Children behave well and play harmoniously together most of the time. Staff support them in being kind to one another and at times encourage them to think about the consequences of their actions. For example, they explain to older children if they kick the cupboard doors they may break them. They also sensitively make them aware that younger children may copy their behaviour and hurt themselves. However, this approach to handling children's behaviour at times is not consistently applied. Some staff do not always explain to children about the consequences of their behaviour. Settling-in arrangements are flexible to meet children's individual needs and parents' wishes. Children are developing good skills in becoming independent. They serve their own food and make decisions regularly throughout the day about what they want to play with. Children's nutritional needs are met and they thoroughly enjoy the meals provided, frequently having a second helping.

The effectiveness of the leadership and management of the early years provision is good

Following the support from their local authority, the management team have demonstrated a strong commitment to improving their overall practice. These improvements have positively improved the leadership of the nursery and children's safety and learning. Leaders continue to monitor and review the effectiveness of staff practice and identify gaps where individual staff would benefit from support or targeted training. Staff leading the monitoring of the educational programmes access training to support their knowledge of how to most effectively support two-year-olds. Parents value the service the nursery provides and comment on how welcoming and friendly staff are.

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Setting details

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|------------------------------------|----------------------------|
| Unique reference number | EY414744 |
| Local authority | Coventry |
| Inspection number | 1013480 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 61 |
| Number of children on roll | 35 |
| Name of provider | Paradise Mobile Creche Ltd |
| Date of previous inspection | 21 April 2015 |
| Telephone number | 02476 633 899 |

Little Swanswell Nursery was registered in 2010 and is privately owned. It operates within the Cornerstone Family Centre in Coventry. The nursery is open from 7.30am until 6pm all year round, with the exception of bank holidays. The nursery employs 16 members of childcare staff, the majority of whom hold appropriate early years qualifications ranging from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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