

I Can Day Nurseries

Kingsland Avenue, Coventry, CV5 8EB



Inspection date

21 February 2017

Previous inspection date

20 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff use what they know about children to challenge them effectively in their learning. They observe and assess children's progress and planning for future learning is based on a good knowledge of each child's stage of development and interests.
- The partnerships with parents are strong. Information is continually shared, in order to meet children's care needs and ensure that they make best progress. Parents share very positive views about an online system for sharing information about their child's achievements.
- Staff work effectively with parents and other early years professionals to ensure that children who have special educational needs receive the additional support that they need.
- Children's emotional security is given a very high priority. This is initially addressed with a gradual settling-in procedure that is agreed with parents. A planned change of room is discussed with parents and children are prepared well for the change of room and key person.
- Children make good progress in their physical development. Staff provide a variety of resources so that they can practise their good manipulative skills in different ways.
- The senior management team ensures that the monitoring of a very large childcare staff team is effective in evaluating practice to secure continuous improvement.

It is not yet outstanding because:

- On occasions, staff do not fully consider the differing levels of ability and concentration of children who take part in adult-led activities.
- Staff do not consistently extend children's emerging understanding of the reasons for, and the importance of, good hygiene practices.

What the setting needs to do to improve further

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

- take more account of the differing levels of ability and concentration of children taking part in adult-led activities
- extend children's emerging understanding of why good hygiene practices contribute to their ongoing good health.

Inspection activities

- The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors completed joint observations with the provider and the manager and discussed teaching methods with them.
- The inspectors held meetings with the provider and the manager. They looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

Inspector

Jan Burnet and Hayley Lapworth

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All required staff suitability checks are completed at the time of recruitment and selection. Staff induction procedures are thorough. Staff are trained to identify children at risk of abuse and in recognising signs of children being drawn into situations that may put them at risk of significant harm. They know the referral procedures to follow if they are concerned about a child. The premises are safe and secure and staff are deployed so that children are continually supervised. Senior team members regularly observe staff practice, in order to identify strengths and areas for improvement. Supervision of staff is effective in providing coaching and training for them, in order to ensure children's best interests are consistently well served.

Quality of teaching, learning and assessment is good

Staff use their observations and assessment, as well as information from parents, to challenge children successfully to reach the next stage in their development. Children's communication and language development is promoted effectively. Staff support very young children well as they begin to say single words and also support the use of signing as a communication strategy. Picture cards are used effectively for children whose home language is not English and to aid communication for those who have special educational needs. Children explore and investigate. For example, they talk with staff about what they would like to include while they help to make play dough. They explore texture, smell and colour as they add drinking chocolate powder and glitter. Babies are beginning to explore the sounds they can make with musical instruments. Children enjoy singing and they learn to control their bodies as they move in different ways to music.

Personal development, behaviour and welfare are good

Staff create a stimulating and welcoming environment indoors and outdoors. Children's interest in the natural world is fostered extremely well. They are keen to explore their Forest School area, where they enthusiastically talk about the worms and slugs that they have managed to find. Ducks and chickens are kept in the area and children learn how to care for them and handle them appropriately. The relationships between staff and children are strong. Staff promote children's self-esteem through acknowledging and praising positive behaviour. Children behave well and play cooperatively. Consideration for others, sharing and taking turns is promoted well by staff, even with the youngest children. Older children demonstrate a clear understanding of these expectations. Children are physically active in the outdoor area every day and they eat healthy, varied and nutritious food.

Outcomes for children are good

Children's learning builds well on what they already know and can do. They make good progress in readiness for their move on to school. Children confidently make decisions about their play. They learn to manage their self-care needs independently and manage simple tasks for themselves, such as putting on their coats before playing outside. Children count while they play and older children use mathematical language. They are supported in developing good skills that help them to grip writing materials between a thumb and two fingers and their pencil control is developing well.

Setting details

Unique reference number	EY450205
Local authority	Coventry
Inspection number	1066089
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	156
Number of children on roll	178
Name of registered person	The Charterland Academy Limited
Registered person unique reference number	RP531788
Date of previous inspection	20 March 2013
Telephone number	02476 672552

I Can Day Nurseries was registered in 2012. The nursery employs 35 members of childcare staff. Of these, 28 hold appropriate early years qualifications ranging from level 2 to level 6. The provider is a qualified teacher. The nursery opens from Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those who have special educational needs and/or disabilities.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

