

# I Can Day Nurseries

Kingsland Avenue, Coventry, CV5 8EB



<b>Inspection date</b>	21 February 2017
Previous inspection date	20 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

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

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