

Inspection of Valley House Nursery

55-57 Bell Green Road, Coventry CV6 7GQ

Inspection date: 23 August 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

In this caring and nurturing setting, staff know children extremely well. They are attentive and sensitive to children's personal needs. Children feel safe and secure as a result and develop positive relationships with trusted adults. Children enthusiastically engage in a range of activities that are planned to reflect their personal interests and developing needs. For example, when listening to a story about lost baby owls, staff sensitively support children to recognise and talk about the things that make them feel sad. This supports children to develop resilience as they learn to recognise, understand and manage their developing emotions.

Children enjoy lots of opportunities to play outside in the fresh air. They laugh and giggle as they pour water down shoots and run to collect it at the opposite end. Staff support children's language effectively as they do this. They model new vocabulary as they encourage children to 'scoop up' the water to fill their containers. Children develop an understanding of mathematical concepts as staff talk to them about the 'heavy' and 'full' containers they fill with water. Staff support children to behave well and understand how their behaviours impact on other children. They support children to develop turn-taking and sharing skills. For example, when children build towers with bricks, staff remind children that 'sharing is caring'. Children then share and pass bricks to their friends. Children also develop confidence and self-esteem as staff consistently praise their efforts and achievements.

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

- Managers and staff are highly knowledgeable about early childhood development. They plan and implement a curriculum that recognises and reflects the uniqueness of children. High priority is given to children's personal, social and emotional development within their provision. The curriculum is sequenced on what children know and can do and what they need to learn next. Staff facilitate this through information gained from parents and ongoing observation and assessment of children. As a result, all children make good progress.
- Children with special educational needs and/or disabilities make good progress. The nursery works closely with staff and other professionals to provide the best possible support for all children.
- Staff support children for whom English is an additional language well. For example, staff learn and share key words in children's home language to help them settle quickly. Staff use pictures, songs and rhymes to develop their language and communication skills further. Children learn how to value and respect people from different cultures. They share experiences and celebrate and learn about the traditions and cultures of their friends within the nursery.
- Children learn to think critically and develop problem-solving skills as they

construct junk models and make play dough meals. However, staff do not always support children to be successful in their learning. For example, they do not consistently develop their explanations of learning clearly enough so that children understand what is expected of them. For example, when shown a recipe to make 'stick stew,' children do not fully understand what ingredients they need to find.

- Children develop important physical skills as they shoot balls through hoops and practise throwing and catching balls. They develop concentration and focus as staff encourage children to take turns and listen carefully to their instructions as they throw the ball to children in turn. However, staff do not always support children to develop their social skills further by encouraging them to work and play with other children. For example, throwing and catching balls to each other.
- Children are supported to develop independence skills. They take care of their own personal needs when visiting the toilet and washing their hands. Children pour their own drinks at snack time and serve their friends fruit and toast.
- Staff support children to develop their understanding about healthy lifestyles. For example, as children eat their packed lunches, staff talk to them about the foods they eat and how they are good for them. Staff explain that meat is a protein and this helps children to grow big and strong.
- Leaders evaluate the quality of teaching and learning and ongoing practice regularly. They have a clear vision for ongoing development. Staff report that a high priority is given to their welfare and professional development and that they have regular supervisions. This has a positive impact on staff's well-being and their developing practice.
- Parents talk enthusiastically of the progress their children make at the nursery. Parents report that they receive regular updates on their children's progress and well-being. They appreciate the kind, caring nature of the staff.

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:

- plan opportunities for children to play and work together to further develop social skills and build positive relationships with other children
- support staff to understand how to develop explanations of planned learning activities so that children understand what they need to do to be successful in their learning.

Setting details

Unique reference number	EY468912
Local authority	Coventry
Inspection number	10351333
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	52
Name of registered person	Valley House
Registered person unique reference number	RP904926
Telephone number	02476 266280
Date of previous inspection	25 October 2018

Information about this early years setting

Valley House Nursery registered in 2013. The nursery employs nine members of childcare staff. Of whom, all hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for one-, two- and three-year-old children.

Information about this inspection

Inspector

Sue Bradford

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the nursery.
- The manager went on a learning walk with the inspector and talked about their curriculum and what it was they wanted the children to learn.
- The manager and the inspector completed a joint observation of a learning activity.
- The inspector observed the quality of teaching and learning and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and read their written testimonials to seek their opinions of the nursery.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

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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