



Coppice Park Nursery

Inspection report for early years provision

Unique Reference Number	EY246117
Inspection date	20 March 2007
Inspector	Christine Anne Rice
Setting Address	Coppice Valley School, Knapping Hill, Harrogate, HG1 2DN
Telephone number	01423 564477
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Registered person	Coppice Park Nursery
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Coppice Park Nursery has been registered since January 2003. It is privately owned and is situated in a purpose built, modular building within the grounds of Coppice Park Primary School on the outskirts of Harrogate. Children have use of a large main room, which is separated into different areas of play, an adjoining creative area and a quiet room. Children have access to an enclosed outdoor area adjoining the premises.

The provision is open term time only between the hours of 07.30 and 18.00. The nursery is registered to care for 24 children and offers care for children over the age of two years. They additionally offer an out of school care service for children up to the age of 11 years. The nursery serves the local community and the out of school club takes children from Coppice Park Primary School.

There are currently 49 children on roll, of whom 39 are in receipt of nursery education funding. Children attend a variety of sessions. There are two children currently attending with a learning difficulty and/or disability; the nursery is supporting one child who has English as an additional language.

There are 10 staff members, all of whom work part time. Half of the staff members hold a relevant childcare qualification with four other members of staff working towards gaining a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children benefit from eating healthy snacks, such as breadsticks, carrots, cucumber, dips and fruit in accordance with the healthy eating policy. They learn about healthy eating as they help the staff to prepare healthy foods and grow carrots. Their health is protected by the provision's regard for food hygiene as the food is fresh and delivered weekly. Two of the staff hold food hygiene certificates and the temperature of the fridge is monitored and recorded daily. Children stay hydrated as they have access to drinks at all times from individual named water bottles. At snack time the children have some opportunities for developing independence as they pour their own drinks from small jugs. However, children do not have the opportunity to develop independence by serving the food, nor do they have the chance to socialise with staff because the staff do not sit down to eat with the children.

Staff promote hygiene routines well. As a result, children have a good understanding of why they need to wash their hands before eating and after going to the toilet. The staff are good role models for the children, since they wear aprons in the bathroom and wipe the tables before snack time with anti-bacterial spray. The children's health is further promoted by the setting's comprehensive sickness and administration of medicines policies. All staff hold a current first aid certificate and there is a fully stocked first aid kit, but the accident record lacks a few parental signatures.

The children have daily opportunities for large physical exercise since they have their own well equipped all weather outdoor area and can access the neighbouring school's field at certain times. Outdoors the children choose from a good range of toys and equipment, which includes bikes, climbing frames, slides, rocking toys, a play house, balls, a football goal and balancing beams. These physical activities enable the children to develop their skills in running, climbing, jumping and balancing. They ride bikes skilfully, negotiating a pathway around obstacles, adjusting their speed by slowing when they approach another child and speeding up again when there is an empty space. By kicking small footballs and throwing balls in the air, children demonstrate increasing control over objects and develop hand-eye coordination skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment, where there is good evidence of children's play and activities as there are posters and children's work displayed on the walls. On arrival, visitors are warmly greeted and meet with a buzz of activity. There is a very good range of age appropriate resources and equipment, which are safe because they are maintained in very good condition and are checked before and after play. Children develop independence as they freely choose their own activities from the toys and equipment, which are kept on low shelves and in accessible cupboards. Children enjoy playing safely outdoors, although the sessions are limited to specific times with the result that sometimes the playroom becomes very noisy.

Staff use toys, equipment and materials effectively to ensure children are provided with a balanced range of activities that promote children's learning in all areas. For example, there are age appropriate utensils for eating, child sized tables and chairs, cushions and a small sofa for children to relax and look at books. Toys and equipment are stimulating, fun, interesting and provide sufficient challenge for the children. For instance, there are easels for painting, dough to mould, a doll's house, animals and play figures, all of which draw and interest the children.

As the staff have a very good awareness of safety, potential hazards are minimised. Sharp objects and dangerous substances are, for example, stored out of the reach of children. Furthermore staff carry out a risk assessment both indoors and outdoors before children are allowed to play. Children are supervised at all times. Doors are kept locked and opened only with key pads, to prevent children leaving the premises alone and unwanted guests entering. The children are learning to contribute to their own safety as they regularly practise the fire escape plan, which is duly recorded.

The children's welfare is protected further because there is a good standard of knowledge and experience of child protection matters within the setting. There is a written child protection policy, which is shared with parents and staff understand the procedures to follow if they have any relevant concerns. As well as covering child protection during their induction, many staff have attended additional training courses.

Helping children achieve well and enjoy what they do

The provision is good.

Indoors and outdoors, the children enjoy a good range of well organised activities, which support their all round development. Activities include arts and crafts, baking, parachute games, painting, construction, role play and sand and water. Children are interested in all the activities and are eager to join in. They particularly enjoy making necklaces out of coloured pasta. Through visits, children learn about the work of a range of professions, including teachers, fire fighters and hairdressers. Children learn about the wider community and nature as they go for walks in the local community and plant seeds.

During story time the children listen to a story about animals and the older children are keen to contribute their own ideas. The story is very interactive and the staff listen attentively to the children, responding enthusiastically when the children answer a question. The animal theme continues with a table attractively set out with a wide range of zoo animals, which draws the children, who happily play with the animals for a considerable time.

The children's creativity is developed through good opportunities to experiment with paint and craft materials. They successfully manipulate dough with modelling tools and freely paint their own pictures. Some children enjoy playing with the dolls house in small groups, whilst others contentedly play alone with a train track. The children are happy and settled because the staff spend time with the children, listening and talking with them.

In addition, children enjoy the facilities of the out of school club, which allow them to play indoors and outdoors in the adjacent school playground. There is a broad range of activities, which particularly interest older children and encourage them to make decisions and cooperate. For example, children make jewellery out of pasta and enjoy various games, jigsaws, books, arts and crafts pursuits, and outdoor play, especially football. The children are eager to help the staff serve the food at tea time, which is a very sociable occasion with the children seeking out friends to sit and chat with. There are friendly relationships between the staff and the children. The staff know the children well and discuss events at home, such as the arrival of a new baby in one child's family. Consequently, the children are well behaved and settled.

Nursery education

The quality of teaching and learning is satisfactory. Staff have a reasonable knowledge of the Foundation Stage, which underpins their practice and enables them to provide a range of activities to support children's learning across the six areas of the curriculum. All staff share in the formulation of plans for the setting and evaluate activities to guide future practice. There are long term plans outlining how the curriculum is to be covered with medium and short term plans providing detailed activities and making links to the stepping stones. Assessment systems show the children's starting points and monitor the children's progress in each area and aspect of learning. However, there are some gaps in identifying the children's next steps for learning. Focussed activities are used to provide more challenge for older children.

Some older and more able children are able to form recognisable letters and make good attempts to write their names. Younger children make marks for a purpose using pencils and crayons to draw circles and lines, whilst others enjoy painting. Children make themselves comfortable in the book corner before choosing favourite books to look at, carefully turning the pages. A small group of children snuggle up to a member of staff as she reads them a story. Play with toy animals prompts the children to link sounds to letters, such as 'S' for snake and 'E' for elephant. Outside, children climb up onto the climbing frame and use the window to pretend to sell ice cream. 'Customers' arrive and conversations ensue about which flavour they prefer.

Children show an interest in numbers and counting with many children securely counting to 10. Some older children recognise that two stacks, each containing five bricks are the same and that combined they add up to 10. Whilst playing with the dolls house, children show their understanding of size, as one child explains to another that the toy figure he is trying to push

through the door, will not fit because it is too 'big'. However, there are few opportunities for children to practise simple mathematical calculations, for instance at snack time.

There are many opportunities for children to develop their knowledge and understanding of the world. For example, children conduct simple experiments, dropping various objects into a tank of water and noting whether they sink or swim. They learn about nature as they plant carrot, pepper and sunflower seeds, before watching them grow. Children have a sense of time as they know that they go home at three o'clock. They make links with their community by learning about the work of people who help us, such as fire fighters, nurses and the police. However, there is a lack of potential for children to show an interest in information and communication technology.

The staff nurture the children's creativity by providing them with various materials for self-expression, such as easels and paints and by leaving them to paint freely without adult interference. The children respond by painting their own very personal pictures and by exploring what happens when they mix colours. They enjoy dressing up, role play and exploring the sounds of different instruments, including maracas and bells. Circle games and dancing are another popular activity with the children, who smile happily as they hold hands and sway to the music.

Overall, children make satisfactory progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children benefit from the implementation of the setting's equal opportunities policy, which ensures children are valued as individuals and treated with equal concern. The key worker system serves to enhance further the staff's understanding and care of the children. Information is sought about children's dietary and cultural requirements so that the care is tailored to the children's particular needs. Children learn about their community and the wider world through activities, such as visits from the police and fire fighters, as part of the people who help us theme. Children learn about the diversity of the world through access to a good range of resources, such as books, play figures and dolls, which reflect positive images. This is supplemented with the celebration of a range of festivals, such as Chinese New Year and learning about different countries, through eating the native food, such as Italian pizza.

Children with learning difficulties and disabilities are welcome in the setting, which has effective arrangements in place to assure their care. For example, the nursery works closely with parents, the adjacent school and the local authority inclusion support service to devise constructive individual education plans and to promote the smooth transition from nursery to school. There are good behaviour management strategies in place, for example, the children are praised for good behaviour and receive stickers as rewards. The setting shares its behaviour management policy with parents, some of whom are so impressed with the nursery's practice that they adopt the same time out methods at home.

Partnership with parents is satisfactory. They receive sound explanations at the outset as to the operation of the setting and there is a two way exchange of information in preparation for

the children starting nursery. Settling procedures are sensitive and include reassuring phone calls to parents to let them know how their children are progressing. Subsequently, parents are kept updated through newsletters and verbal, rather than written, exchanges of information. They can familiarise themselves with the setting's policies and planned activities, which are easily accessed on the notice board in the entrance. Parents are involved with their children's education through visits to the nursery to talk about their work. Recent visitors, for example, include a nurse and a hairdresser. Parents see some of the children's achievements as they take home exercise books containing drawings and writing. However, parents are unable to access their children's records, which contain details of progress towards the early learning goals, as they are securely stored in a filing cabinet in the office. In addition, there is no provision for parents to add comments to their children's records, which does not facilitate their inclusion in the children's educational development.

The children leave their carers confidently and soon become busily occupied in their activities. They are sociable and happily talk to each other and adults. Some children become engrossed for quite long periods in imaginary play with animals. They show increasing independence in selecting and carrying out activities, for example, children sit down in the quiet area and browse through books, before moving on to play with the train. Outdoors, children seek out friends to play in the Wendy house, where they play contentedly for a while and then approach a member of staff for help in resolving a dispute. The children are very well behaved, they share, take turns, use manners and are cooperative, especially at tidy up time. Children are learning to take responsibility for their own care, since older children pour their own drinks and put on their own coats.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The provision is managed by two joint managers, who share tasks to ensure that the nursery is run efficiently. The staff work well as a team, staggering their breaks to ensure that the children are always properly supervised. They consistently interact with the children and offer effective support and encouragement, which helps children feel secure and confident. There are a good range of policies and procedures in place, which provide a structure for the safe and efficient management of the setting. The system for recording the attendance of the children and staff is satisfactory, however, it does not record their arrival and departure times. All of the required documentation is in place and is stored securely to maintain confidentiality. The registration certificate is clearly displayed in the entrance hall.

The level of qualifications in the setting is good with most staff qualified to Level 3 and two staff working towards an Early years degree. Staff, who have yearly appraisals, keep their knowledge up to date by attending short courses, such as 'Birth to three matters' framework training. New staff undergo an induction process, during which they become familiar with the operation of the setting by reading all the policies and procedures. Thorough vetting procedures are followed to ensure that staff who work with the children are suitable to do so. For example, background checks are carried out and references are taken up. Students on placement are not left unsupervised with the children.

The leadership and management of the nursery education is satisfactory. The staff, who have a sound understanding of the Foundation Stage and the National Standards, work together to plan the nursery's activities. The managers oversee the programme for the curriculum, ensuring they take account of the six areas of learning with the staff making suggestions for detailed activities. All staff contribute to assessment by making observations on post-it notes and adding these to the children's records.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to improve its documentation and policies and to make these more accessible to parents. Since the last care inspection the setting has established policies relating to complaints, the administration of medicine, lost and uncollected children and improved its child protection policy. In addition, the setting has put in place medication records, which the parents sign and has made its policies more accessible to parents by keeping copies on the notice board. All of these improvements have benefited the children, especially with regard to their health and safety.

At the last nursery education inspection, the setting was asked to improve its planning and assessment system, to increase challenge for older children and to keep parents better informed. Since the last education inspection the setting has set up a planning and assessment system that tracks children's progress, and introduced focussed activities for older children to provide more challenge. Additionally, parents receive more information in the form of newsletters. The combined effect of these improvements is that the children's education has benefited.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all the parents sign the children's accident record
- ensure that the registration system for both staff and children includes hours of attendance.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the accessibility to parents of the children's development records and provide opportunities for parents to add their comments to these
- increase opportunities for children to solve simple mathematical problems, for example, at snack and meal times (applies to care section also)
- increase opportunities for children to show an interest in information and communication technology.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk