

# Coppice Valley Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	400133
<b>Inspection date</b>	17 April 2007
<b>Inspector</b>	Shirley Maynard
<b>Setting Address</b>	Jenny Field Drive, Harrogate, North Yorkshire, HG1 2RP
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<b>Registered person</b>	Harrogate Borough Council
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Coppice Valley Nursery opened in 1992 and is operated by Harrogate Borough Council from a single storey building in the grounds of Harrogate swimming pool. It serves Harrogate Borough Council employees and the local area.

There are currently 65 children from three months to five years on roll. This includes 20 children who are in receipt of nursery education funding. Children attend for a variety of sessions and the setting supports children with learning difficulties or disabilities

The nursery opens five days a week all year round, except for one week at Christmas, when it is closed. Sessions are from 08.00 to 18.00.

There are 13 full and part time staff who work directly with the children. Of these, 10 hold an early years childcare qualification to National Vocational Qualification level 2 or 3. The setting receives support from a mentor from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are generally well supported by staff to gain an understanding of the importance of good hygiene, for example, they are actively encouraged to wash their hand before snack and meal time and after using the bathroom. Staff are on hand to sensitively explain why they need to wash germs off. However, children playing outside use a communal bowl of water and towel for hand washing and so the risk of cross contamination is not minimised. Children are well taken care of if they become unwell or have an accident, because all staff hold an appropriate first aid certificate and the sickness exclusion policy is strictly implemented. The correct recording of medication administered to children is further enhanced by staff giving parents written information specifying the dose and time the medication was given, so greatly minimising the risk of accidental overdose.

The vast majority of children choose to be outside every day and therefore positively benefit from fresh air and exercise. They develop their physical skills as they explore the small climbing frame, ride the wheeled vehicles and run, hop and jump with confidence. They change direction, stop, negotiate the pathways and avoid other children as they play. The younger children and babies have a small enclosed area and thoroughly enjoy the sit and ride toys and watching the older children play. Staff are vigilant to the dangers of the sun. They make shelters for the children to use and ensure sun cream is regularly applied. The wearing of sun hats is positively promoted all which contribute to protecting children from the dangers of sun damage.

Children are provided with a varied range of meals and snacks that are nutritious and healthy, cooked on the premises and that meet special dietary needs. For example, corn beef hash, fresh carrots, courgette and peas, followed by home made rice pudding which the children thoroughly enjoyed. Meals times are a social occasion where staff sit with children and discuss what foods are good for them and about the benefits of eating fresh fruit and vegetables. Children also enjoy food tasting activities linked to the current topic, such as using their senses to explore different fruits. Children can monitor their own needs for a drink as fresh drinking water is available at all times.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The environment provided for children is very safe and secure. Many safety measures are in place to allow them to move around freely, safely and independently. For example, the main door is locked to prevent children leaving the premises unsupervised and glass doors allow staff to ascertain the identity of visitors before allowing entry. Parents sign their children in and out and all visitors sign the visitor book on arrival, to further protect children's safety. Younger children's safety is well considered when on outing and walks; staff ensure there is a ratio of one adult to every two children when they take them in the double buggies to feed the ducks or to the local park. Pre-school children are beginning to take responsibility for their own safety as they learn not to swing on chairs or race around the room otherwise they may hurt themselves or others.

Children are provided with an extensive range of very safe, suitable and interesting equipment, furniture and toys to meet their development needs, such as dressing-up clothes, construction, craft and messy materials and books. Children play, relax and eat comfortably and safely as

they use the child-size tables and chairs and carpet areas. Children develop a sense of belonging as they see the bright posters and adult initiated displays and an abundance of photographs. However, there are few examples of child initiated work which would further enhance their sense of individual achievement.

Children are well protected from harm and abuse as staff are fully aware of their duty to report concerns to the designated member of staff. They are aware of the importance of reporting any concerns to the appropriate agency and to keep documents of the circumstances. A child protection statement is in place and made available to parents. The statement highlights the importance of confidentiality and includes procedures for allegations against staff and the local child protection contact details.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy and achieve as staff plan a balanced range of activities and topics which is effectively linked to the 'Birth to three matters' framework and the early learning goals. They engage in challenging and interesting activities which include role play, craft areas and continuous provision. Children are engrossed as they play with the corn flour and shredded paper and staff are on hand to sensitively ask questions, for example, 'what is this' and 'do you know what will happen next'. Staff make the best use of space inside and out to ensure children remain motivated and show interest and enthusiasm in the what they are doing. Younger children greatly benefit from the close and affectionate relationships with staff who sit down on the floor with them and are on hand to sensitively encourage their language development. For example, happily singing familiar songs and playing with the musical instruments and toys. This demonstrates their secure relationship with staff and promotes their sense of belonging. However, younger children do not always have sufficient opportunity to independently explore different mediums and self-select craft activities.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress as staff are very positive in their approach. They explain things at an appropriate level and interact well with them, frequently praising and valuing most of their achievements. Key staff have attended suitable training and show familiarity with the Foundation Stage. Activities are linked to a theme but do not always take into account the different ages or abilities of the children. As a result, older and more able children are not always sufficiently challenged. Generally staff interact very well with the children and make regular observations of what the children can do. Children have individual records of their progress toward the early learning goals which are enhanced by an abundance of photographic evidence. Children greatly benefit from having a key-worker and there are systems in place for sharing information with parents.

The children are very interested to learn and ask lots of questions. They are confident in their surroundings and clearly enjoy their time there. They are forming close relationships with their peers, readily ask for what they want and are beginning to think about other's feelings. Children's behaviour is well managed by staff in a very positive and calm manner. Staff act as good role models, reminding children about sharing, being kind and sensitive and encouraging them to follow rules and boundaries. Most children confidently recognise their name and those of their friends. Staff support this learning by naming letters, linking the sound that letter makes and asking children if they know of an object that starts with the same sound. This week the sound is 'c' and children have collected a 'cap', 'cup', 'crayon' and 'cutter' in the sound basket. Children

actively listen to stories, and thoroughly enjoyed 'Goldilocks and the Three Bears' and were able to retell the story with confidence and accuracy.

Older children are starting to count to 10 with confidence and eagerly participate in number rhymes. However, children are not always supported to use number in their play which would further develop their understanding of mathematics. Opportunities are also missed to explore calculation, for example, at snack time and other daily routine tasks. There are sufficient activities for the learning of shape, measure and space in the planning. For instance, comparing the different sizes of the three bears and discussing who was too tall to fit in the make shift tent outside. Children show an interest in information, communication, technology and independently access a computer with a selection of good quality programmes. They talk about the programme and what was on the screen, they identify the objects correctly and work out how to move the character around, demonstrate good control of the mouse and are clearly very familiar with it and use it with confidence.

The children are encouraged to develop their individual creativity. There are some opportunities to experiment with paint and craft materials. They successfully manipulate dough with modelling tools, explore the properties of soil and corn flour, they manipulate it through their hand and observe it falling back into the tray. Staff are on hand to sensitively ask children how it feels. Children chatter and laugh together as they squelch their hands in the cold textured material. Children develop a sense of time and place, they look at photograph of their pets and name the animals correctly.

Children are learning about diversity and differences through everyday experiences. They celebrate festivals, dress up and look at books and posters that promote positive images of culture, diversity and disability. They use the available resources to create props for role play. For example, having picnics outside and correctly naming the plastic fruit and vegetables. However, although children play cooperatively, such as being a family member and acting out the role of baby, the resources are very limited and this restricts children's opportunity to engage in imaginative and role play based on their first hand experiences.

### **Helping children make a positive contribution**

The provision is good.

All children and their families are welcomed, valued, respected and fully included in all aspects of nursery life. Children greatly benefit from being looked after by staff who display genuine care and warmth toward them, showing interest and commitment to their development and learning. Staff recognise each child as an individual and work closely with parents to meet their child's needs. As a result, children feel good about themselves because they are listened to and so are motivated to learn. Children with learning difficulties or disabilities are well supported and their needs are actively planned through observation and discussion. The special needs statement is in line with current legislation and includes working together with parents and outside agencies to ensure appropriate care and early education is provided according to individual needs.

Children behave well and play in harmony with their peers. Staff promote sharing, for example as they use the computer. They praise children frequently, which makes children feel good about themselves, and work in line with the setting's policy for managing behaviour. Children are gently reminded to put the toys away and to be kind to each other. They are learning that some children are not as confident and are asked not to shout out answers to give others time to think and respond. A good range of toys and resources promote a positive view of differences

in race, culture and disability, contributing to increasing children awareness of diversity. For example, small world toys, books, dressing up clothes and celebrating festivals from around the world, such as Diwali, Easter and Chinese New Year.

Partnership with parents and carers in regard to nursery education is good. Parents receive detailed information about the Nursery and the policies and procedure are continually available. Settling in sessions are actively encouraged to support children's confidence. Staff share information with parents on a daily basis. Newsletters and a notice board keep parents up-to-date with current themes, health information and activities and the educational programme. All parents asked stated they were very happy with the provision and staff are genuinely friendly and approachable. All which contribute to children being cared for in an environment where parents and staff work in partnership to meet children's needs effectively.

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

## **Organisation**

The organisation is good.

The well organised and relaxed environment of the nursery contributes greatly to the children's good level of independence and actively increases their confidence. They benefit from being cared for by suitably qualified and experienced staff who have worked in the provision for many years; this ensures that the children experience stability, familiarity and security. The care and learning of children is enhanced by staff who work very well together. Training is positively encouraged, for example, staff undertake bi-monthly first aid training and key staff have attended 'Birth to three matters' framework training to ensure they are up-to-date with current childcare practices. Children are confident in their play, relax and eat in comfort and motivated to learn in an environment which is organised to meet their needs. Children are also well supported as staff sit and play with them, escort them to the toilet if age appropriate and provide quality activities both inside and outside.

The leadership and management are good. The manager and deputy both demonstrate a clear vision and strong commitment to providing a homely and quality service to parents and children. The nursery staff are pro-active in identifying their own areas of development and regularly seek advice and support from the local authority. This demonstrates a strong commitment to continually improvement and consequently, has a positive impact on the care, learning and play provided for the children. Regular staff meetings are held and this means staff are well aware of learning intentions of the activities.

Virtually all the operational information, records, policies and procedures are well organised, accurately maintained and securely stored. Regulatory records include the attendance registers of staff and children and are appropriately maintained. However, the format of the medication record does not ensure individual children's confidentiality is maintained. 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 nursery was asked to improve: The staff daily attendance register; the space designated for babies to provide them with greater freedom to explore and investigate their environment; the system for recording the injuries that children arrive with; the complaints policy to include the name and address of the regulator and; to give consideration to providing

greater opportunities for more able children to learn simple mathematical concepts through every day routines.

The attendance register of staff's arrival and departure time is accurately maintained on a daily basis, thus improving the organisation of the setting. The baby room has been reorganised to give more floor space and freedom to babies to explore, which, together with the effective use of the outdoor space, contribute to their developmental needs. A comprehensive system for recording 'accidents from home' has been successfully introduced and staff are able to ensure that children's health is monitored and appropriately safeguarded. The complaints procedure has been updated and includes the name of the regulator and is displayed for parents and meets requirements. As a result, children's welfare is now protected. To provide greater opportunities for more able children to learn simple mathematical concepts through every day routines will be a recommendation from this inspection.

### **Complaints since the last inspection**

Since 1 April 2004 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 complaints record may contain complaints other than those made to Ofsted.

## **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 good.

### **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):

- improve procedures for individual hand washing to minimise the risk of cross contamination
- increase the opportunity for younger children to self initiate craft activities of their choosing and provide opportunities for these to be displayed
- ensure children's individual confidentiality is maintained when parents sign the medication form.

#### **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):

- provide greater opportunities for more able children to learn simple mathematical concepts through everyday routines

- develop the opportunity for children to develop their imagination from the role play provision.

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](http://www.ofsted.gov.uk)