

# Coombe Valley Nursery (Launceston College)

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY101357
<b>Inspection date</b>	20 February 2008
<b>Inspector</b>	Christine Powlesland
<b>Setting Address</b>	Hurdon Road, Launceston, Cornwall, PL15 9JR
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<b>Registered person</b>	Coombe Valley Nursery Ltd
<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?

Coombe Valley Nursery at Launceston College opened in 2000 and is part of a group of day nurseries. It operates from a prefabricated building within the grounds of Launceston College. Children have access to a baby room, playroom and toilets. A maximum of 29 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to an enclosed, grassed outdoor play area and the nursery can also use the basketball court in front of the premises when it is not in use by the school.

There are currently 48 children aged from three months to under eight years on roll. Of these, 24 children receive funding for early education. Children attend for a variety of sessions. The nursery currently supports a number of children with learning difficulties and disabilities. The nursery employs five members of staff, all of whom hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children thrive because staff give high priority to children's individual needs. For example, babies' personal feeding and sleeping routines are followed. All children's health needs are closely supported and monitored through the use of clear documentation systems that keep parents fully informed of accidents and the administration of any medication or first aid. Staff take pride in the nursery, ensuring it is always well maintained and clean, to help prevent infection. Children are also learning to protect themselves from infection as they respond to the encouragement staff give to them to wash their hands regularly, for example before eating and after toileting. Staff are scrupulous about following good hygiene practices when undertaking routine daily tasks, such as nappy changing.

Children enjoy a range of healthy snack items, such as slices of banana, kiwi and pear and cheese crackers, with juice or milk to drink. Staff sit with the children at snack time and make this a pleasant and social occasion. Some children bring packed lunches whilst others choose cooked meals provided by the college. The lunch menu is displayed for parents to see. However, not all the meals provide a range of fresh vegetables or promote healthy eating. For example, one meal is fajitas, chips and spaghetti hoops. Children have access to drinking water throughout the day. Younger children have individual water bottles and older children have named cups. A jug of water and cups are provided outdoors when the children play outside and staff regularly offer younger children drinks to keep them hydrated.

All children have ample opportunity for fresh air and vigorous exercise as they play in the school playground using a range of equipment which includes hoops, balls, chucks, a small slide and scooter. However, although the equipment taken outside each day is listed, the time children spend outdoors is seen as recreational and planning is not in place to ensure that children have opportunities to progress. Children's physical development is enhanced as they are able to go swimming in the local pool on a two-weekly rota. Children access tools and resources that promote the development of their manipulative skills, such as scissors and paintbrushes, which they use with increasing control.

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

The provision is good.

Children benefit from being looked after in a safe and secure environment, which is carefully planned by adults to maximise children's free movement and use of space. Children use a wide range of toys and resources that are in good condition and larger equipment, for example a ball pool and a climbing frame, is rotated between nurseries to offer children a variety of experiences. Resources are stored in boxes on open shelves and those too high for children to access independently have pictures on the front so children can see and ask for them.

The nursery offers a welcoming environment with children's work displayed on the walls. Staff ensure visitors promptly record their presence in the nursery and risks of accidental injury to children are minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. All accidents are recorded and these are then collated to see if changes need to be made to the nursery to keep children safe.

Children are kept safe by staff who are vigilant in their supervision of children and who maintain a high ratio of adults to children at all times. Staff work closely with the children and respond quickly to their needs, such as regularly checking sleeping babies and picking them up for a cuddle as soon as they wake. Children are very well protected by staff who have a clear understanding of child protection policies and procedures, which would enable them to seek appropriate support for children if necessary.

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

The provision is good.

Children are happy and content in the nursery. The nursery has a relaxed and harmonious atmosphere and the close relationships between staff and children are evident in cuddles and shared conversations. Young children achieve well because staff use their understanding of the Birth to three matters framework to provide high-quality care and experiences. However, during the school holidays, when all ages of children are cared for together, staff do not plan activities to enable all children to achieve.

#### **Nursery education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all six areas of learning. Staff have a secure knowledge and understanding of the Foundation Stage and use this knowledge to plan a stimulating learning environment for the children. However, children's development records do not include any progress previously made before they transfer into the red room, to give a clear baseline of achievements. Activities are evaluated after each session and photographs of the children enhance this evaluation. Planning is displayed and the daily diary records the activities provided each day and the observations to be made. Staff adopt a flexible approach, for example they plan to do 'shadow catching' outdoors but because of the weather this is then changed and instead they use a torch indoors to make hand shadows. The evaluation describes this change in planning and photographs evidence it clearly. Staff use questioning well to link stories to the children's home lives and give them opportunities to anticipate. Staff are consistent in their use of effective behaviour management strategies that encourage children to give of their best. Space and resources are well organised and staff are effectively deployed to ensure that children access support for their learning.

Children clearly enjoy their time in the setting. They are learning to be independent as they wipe the tables before snack and take themselves to the toilet. Their self-esteem is promoted when they are chosen to be responsible for special jobs for the day, such as wiping the tables before snack time. Children enjoyed group story time, as well as using the attractively displayed books during free playtimes. Their reading skills are further developed through daily routines, such as self-registering as they find their name upon arrival. Children show confidence in their understanding of mathematical concepts. They count meaningfully, and are increasingly able to recognise printed numerals. When discussing the date one child recognises that 20 would come after 19. Children use mathematical language such as longer or shorter with accuracy. Children know the routine of the morning well and they sit together to join in a welcome song. They look at the names of the children present and discuss the initial letter sounds. Children are curious about the world around them and look out of the window to see the weather before completing the chart. Photographic evidence shows maps, made by the children, showing how they get to the nursery. Children confidently join in a music and movement session with enthusiasm, taking big slow steps or short fast steps to match the music played. Children enjoy free painting and happily talk about their picture as they paint their family. Their imaginations

are allowed to flourish in well resourced role-play areas. When taken overall, children are challenged to move on from their current level of achievement in a stimulating learning environment.

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

The provision is good.

All children are made to feel very welcome within the setting, as they are greeted warmly upon arrival, and their family lives and individual needs are well known to staff. Children are able to learn about differences and diversity in our society through a range of resources. Consequently, children are learning to be sensitive to their own needs and the needs of others, responding well when they are encouraged to be considerate and well mannered. Children's behaviour is generally good and staff gently discourage any poor behaviour by reminding children what is acceptable. For example, they remind children not to jump into the ball pool when others are there without first checking that it is safe to do so. Children's social, moral, spiritual and cultural development is fostered appropriately.

The partnership with parents is good. There are strong relationships between parents and staff, with daily verbal exchanges contributing to the quality of care and keeping parents informed of their child's progress. Some children have 'going home' books that both staff and parents write in to share information about individual children. Parents speak positively about the nursery and feel involved in their child's development. Each term written information on the topics to be covered is given to parents, with suggestions of how parents can explore these topics at home with their children, helping to build on the continuity between home and the nursery that the children enjoy.

### **Organisation**

The organisation is good.

Children benefit from the staff's ability to provide a well-organised environment. They enjoy good levels of care as a result of high staff ratios and effective staff deployment. Children benefit from highly qualified staff who work well together as a team. The owners and senior management fully support staff and ensure that effective recruitment and comprehensive induction procedures are in place. Staff are encouraged to attend training to develop their childcare skills and obtain further qualifications. All legally required documentation, which contributes to children's health, safety and well-being, is in place and is regularly reviewed.

Leadership and management is good. The whole team is well motivated to give their best and there is effective support for staff training. The owner of the nursery chain regularly visits to support the staff and children. For example, she plays a keyboard to lead a music session with the children each week. Regular appraisals are held and individual targets are set, including deployment and training. The nursery has clear aims for the future. The nursery meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the nursery was asked to ensure snacks provided are healthy and nutritious and to provide opportunities for children to climb, swing and slide on a regular basis.

A range of nutritious food and drink is now provided at snack time to help maintain the health of the children. Opportunities for children to climb, swing and slide have been increased as an

indoor climbing frame is provided in rotation. However, outdoors the provision is limited as in wet weather the school basketball court is used for outdoor play and it is not practical to site a climbing frame here. The nursery is hoping to move to new premises in the near future when a stimulating outdoor area will be developed.

The key issues raised at the last inspection of nursery education were to increase children's opportunities to access large physical equipment and to provide opportunities for children to have a complete understanding of numbers and understand that when a group of objects is split different ways the number is the same.

Opportunities to access large physical equipment have been increased to help improve children's physical development. Children have more opportunities to understand number as they use everyday situations, such as snack time, to count and recognise written numerals. Individual activities are also provided so children can gain understanding that even when a group of objects is split differently the total number remains the same, helping to improve children's understanding of numbers.

### **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 complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- continue to use the Birth to three matters framework to effectively plan for young children's learning during holidays and ensure that exciting, varied and age appropriate activities are offered to school age children
- encourage the school to provide lunches for children that include a range of fresh vegetables on a daily basis, to promote healthy eating

#### **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):

- make sure children's development records include any progress they have made previously, before transferring to the red room, to give a clear baseline of their achievements.

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)