

# The Coach House Day Nursery and Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY295826
<b>Inspection date</b>	19/11/2008
<b>Inspector</b>	Carole Argles
<b>Setting address</b>	Chibdens, South Gorley, Fordingbridge, Hampshire, SP6 2PP
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

The Coach House Day Nursery is privately owned. It opened in 2004 and operates from a purpose built premises which consist of three playrooms and associated facilities. The children have access to enclosed outside play areas. The nursery is located within the New Forest National Park between the towns of Ringwood and Fordingbridge, Hampshire. The nursery serves families from the local community and surrounding towns and villages. There is level access to the premises.

The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare register and may provide care for a maximum of 22 children aged under five years at any one time. The nursery accepts government funding for nursery education. There are currently 50 children on roll. The nursery is open each weekday from 08.00 until 18.00, for 51 weeks of the year and children attend for a variety of sessions.

There are seven members of staff including the owner who work directly with the children. Of these, the manager holds a level four childcare qualification and four staff hold NVQ level three and one holds an NVQ level two.

## **Overall effectiveness of the early years provision**

The children are happy and settled and form relaxed relationships with the staff who care for them well. They are well motivated and interested in the activities and resources provided and make good progress in all areas of their development and learning. The nursery provides a safe and welcoming environment where children are valued as individuals and their needs respected and supported. The provider is committed to the ongoing development of the nursery to enhance the care and experiences provided for the children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review the organisation of the session around lunch time
- extend opportunities for parents to contribute to the observation, assessment and planning cycle

## **The leadership and management of the early years provision**

The staff work well together as a team and effectively implement the policies and procedures necessary to promote the children's safety and welfare. Appropriate records and consents are maintained and kept confidential. Sound recruitment and vetting procedures ensure that adults working in the nursery are suitable to be with children. The premises provide an attractive and stimulating environment where the children play and learn independently. Staff make good use of the

outside area and the rural location to provide daily opportunities for children to be outside in the fresh air. They check the premises daily and carefully consider safety implications before taking them on outings and this minimises likelihood of accidental injuries. Good hygiene is promoted and baby equipment is frequently sterilised to reduce the risk of cross infection.

The provider and her staff have a positive attitude towards the continued development of the nursery. Systems are in place to monitor children's learning and evaluate the nursery's practice and staff regularly undertake training to support their professional development. Questionnaires are used to determine the views of parents. This helps the provider to identify areas for improvement and take appropriate action.

Staff develop good relationships with parents and others involved in the children's care. They are establishing sound systems to share information with other settings the children attend and this helps both parties to plan and support their learning effectively. Parents receive useful information about the nursery so they understand what is provided for their child. Newsletters keep them up to date with any changes and they are often invited to family social events. Staff have a friendly approach and talk informally with parents daily, telling them what their child has done and about any notable achievements. Daily diaries are used to promote continuity in the younger children's care by increasing the two-way exchange of information. Parents receive an annual written report on their child's progress and have the opportunity to meet with staff and discuss their records. However, at present they are not encouraged to make ongoing contributions to their records or to be fully involved in decisions about their future learning.

## **The quality and standards of the early years provision**

The children enjoy their time at the nursery and are happy, confident and motivated to learn. They relate well to the staff who know them well and are careful to meet their individual needs so they are comfortable and secure. Staff are flexible and adapt to the younger children's personal routines, for example, by rocking them to sleep. The children are well nourished and enjoy the freshly cooked lunches. The café style snack allows them to choose from a variety of fruit and other wholesome foods and to eat when they are hungry. The children learn about healthy and safe practices. They know that they must wash their hands before cooking or eating and they brush their teeth after eating lunch. Staff make good use of unplanned opportunities and comments made by children, to talk with them about safety issues such as the dangers of fire or sharp knives. Children are reminded how to use the climbing frame and other pieces of equipment safely. They are encouraged to be independent and fetch and put on their coats and boots to go outside. They make choices about what they do and select from the wide variety of resources and toys stored on low shelves.

The staff are establishing effective systems to monitor and plan the children's learning and development based on careful observations of what they children can do. This allows them to tailor activities to match their individual abilities and interests and consequently they make good progress towards the early learning

goals. The routine of the day is usually well organised and includes a balance of adult-led and child-initiated activities. However, around lunchtime older children are sometimes engaged in extended periods in adult-led activities and have little choice about what they do and some of the youngest children do not want to play or take part in activities as they anticipate their meal.

The children are keen to take part in the activities and many show sustained concentration and perseverance on what they are doing, for example, when threading beads on lace or joining puzzle or construction pieces. They behave very well and play cooperatively together sharing fairly and taking turns. They willingly allow others to join in their play, for example, when making the climbing frame into a den. With minimal adult supervision, a group of children played picture lotto with one child calling out the pictures for the others to match. There is plenty of interaction and conversation between adult and children throughout the nursery and this promotes good communication skills. Staff question children gently and effectively to extend their learning. For example, on seeing the moon, a child remarked that it was semicircle and staff used this opening to ask children about other shapes around them. There are many opportunities for children to find out about the world around them. The younger children and babies enjoy exploring trays of water, paint or breakfast cereal. Older children grow plants in the garden to harvest and eat for their lunch. They thoroughly enjoy walks in the nearby forest where they excitedly look for animal tracks in the mud and talk about all they see.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Ofsted has received no complaints about the setting.

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.