

Coppice Valley Nursery

Inspection report for early years provision

Unique reference number	400133
Inspection date	11/08/2009
Inspector	Dawn Bonica Brown
Setting address	Jenny Field Drive, Harrogate, North Yorkshire, HG1 2RP
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Type of setting	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 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).

Description of the setting

Coppice Valley Nursery has been registered since 1990. It is managed by Harrogate Borough Council and operates from a single-storey building in the grounds of Harrogate swimming pool. It serves Harrogate Borough Council employees and the local community in the area of Harrogate. Children are accommodated in three rooms of the building, with access to an enclosed outdoor area. The building has disabled access.

The nursery is registered to care for 30 children in the early years age group. There are currently 63 children on roll, who attend for a variety of sessions. The nursery provides support for children with special educational needs and/or disabilities. It is open from 8.00am to 6.00pm, Monday to Friday all year round, except for bank holidays and the week between Christmas and New Year, when it is closed for one week.

There are 15 members of staff who work with the children. Of these, 13 hold an appropriate childcare qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The needs of all children are routinely met because the setting recognises the uniqueness of each child. All children make progress in their learning and development and the setting supports every child so that no group or individual is disadvantaged. Children's welfare is promoted well in almost all aspects of their care and education and the setting recognises and values partnerships in the wider community, which are used to promote the quality of its provision for children. The nursery's plans for the future are well targeted to bring about further improvement to the provision and good outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the range of challenges provided for the more able children in their communication, language and literacy, problem solving and numeracy
- place more emphasis on recording individual achievements which reflect significant progress for every child.

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Safeguarding and welfare).

17/08/2009

The leadership and management of the early years provision

The setting ensures that staff remain well qualified and carries out good maintenance of the records, policies and procedures to ensure that the needs of all children are met. For example, all staff retain current and relevant first aid certificates and the management ensures that all staff are kept abreast of new developments in childcare. The suitability, quality and arrangement of resources, both indoors and in the outdoor play provision, are good. All children have spontaneous access to outdoors. For instance, babies have their own garden space, which gives them immediate access from their base room and they play with stimulating resources, both indoors and out.

The rooms are organised efficiently to provide free-flow play and to meet the differing and constantly changing needs of the children. This provides particularly good support for toddlers, who enjoy themselves immensely, as they dip in and out of activities as they please. The setting's risk assessments include all areas and are undertaken regularly and dated. However, the staff have not made a record of who has undertaken them and this is, therefore, in breach of the welfare requirements.

Staff monitor and evaluate their practice through regular quality checks, such as appraisals and discussions. The setting's self-assessment procedures are suitable and include the views of staff and parents, which help management to identify targets for further improvement. Almost all the recommendations raised at the last inspection have been addressed to a high standard and the setting demonstrates a strong capacity to make improvements that have a positive impact on the children's all-round development.

Effective links are made with other providers of care and education, as well as services. For example, staff liaise successfully with schools to make the transition between nursery and school as smooth possible. Senior staff frequently consult with other settings to improve the quality of their own practice.

Parents and carers are involved in their children's learning and development and express very high opinions of the setting and the staff. Children with special educational needs and/or disabilities are well supported. Staff communicate successfully with other agencies and professionals, such as physiotherapists and the Child Development Unit, to borrow specialist equipment and learn how to provide appropriate care. Staff provide appropriate support for children and parents with English as an additional language.

The quality and standards of the early years provision

Staff have a good understanding of how children learn and develop and support their learning well. Information from observation and assessment is used successfully in almost all areas to ensure that children achieve as much as they can in relation to their starting points and capabilities. Staff understand how to

promote the next steps in children's development. However, insufficient attention is drawn to children's significant achievements. Staff ensure that the learning environment helps children make good progress towards the early learning goals in almost all aspects. The play areas are welcoming and invite children to play through well organised and accessible resources. Staff adapt the setting and the resources to gain the best advantage for free-flow play. The pre-school room has been extended to accommodate the changing needs of the older children, who use a more complex range of equipment, such as the computer, but allows all children in that room access to the full range of resources and equipment. This helps the younger ones gain experience.

The outdoor area provides excellent play and is extremely well planned and equipped. There is a digging area furnished with good quality, small-scale, digging tools. This encourages children to use their imaginations as they rake and shovel the soil and use a wheelbarrow to move wood, soil and small rocks. Their role play involves turning a child-sized shed into a 'cow byre' to which they form a barrier of small planks against the door to keep their imaginary cows inside. Staff organise the grassed area well by setting a circle of sawn-off tree stumps under a large umbrella. Children learn to lift the small stumps to look for and count mini-beasts that scuttle around as they are exposed. The perimeter fencing is used for growing a range of flowers and vegetables, which the children tend and harvest. The outdoor play for babies allows them to explore and practise climbing, sliding and crawling through tunnels. Older children make dens and have great fun exploring the 'nature area' which has a willow bower and large rocks.

Staff provide children with well planned, purposeful play. For example, planning is done in consultation with key workers so that children are provided with the right experiences when they are ready. Adults in the setting teach children to behave safely and have developed strong relationships with them. They are good role models for behaviour and show children how to care for each other. Children understand and adopt healthy habits and good hygiene practices. They understand why they must wash their hands and use good resources which support their independence in personal hygiene.

Children enjoy their learning. Right from the start they learn to make their own decisions and explore a wide range of materials, such as 'green goop' and play with jelly and shaving foam. Babies make hand and foot prints and explore paint with their fingers. All children enjoy movement to music and children aged two years and above explore the properties of food through cooking and baking activities. Children's problem solving skills and progress in communication, language and literacy, are promoted through plenty of resources. However, opportunities for the more able children to extend their knowledge and consolidate the skills learnt, are not promoted through everyday routines, such as helping to set the table at meal times or writing numbers and words in their role play.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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