

White Coppice Nursery

Inspection report for early years provision

Unique reference number

EY385026

Inspection date

17/09/2009

Inspector

Lisa Patterson

Setting address

The Meeting Room, Coppice Lane, White Coppice, Chorley,
Lancashire, PR6 9DE

Telephone number

01257 267038

Email

whitecoppicenursery@hotmail.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

White Coppice Nursery is privately operated and is situated in White Coppice on the outskirts of Chorley. There has been a nursery on site for 30 years and has been run by the current registered providers since February 2009. It operates from a single storey building with access via a short garden path from an unadopted road. There is an enclosed outdoor play area. The opening times are: Monday 9.00am to 12.00 noon; Tuesday 9.00am to 3.45pm; Wednesday 9.00am to 3.45pm; Thursday 9.00am to 3.45pm; Friday 9.00am to 12.00noon. It is open term time only.

The nursery is registered on the early years register and the compulsory part of the childcare register. A maximum of 25 children may attend the nursery at any one time, of whom none may be under two years of age. There are currently 22 children on roll. There is a staff team of six, five of whom hold a relevant qualification, including the manager who holds Qualified Teacher Status. The setting receives support from the local authority and provides funded places for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met because good relationships have been built up between the nursery, children and their parents. However, the setting supports every child through careful planning of activities based on their interests or abilities, and staff differentiate so that no group or individual is disadvantaged. Children make good progress in all areas of their learning and development and their welfare is promoted through procedures and interactions from staff. Learning stories are in place, however tracking systems are not fully utilised and parents comments are not fully included. Recruitment procedures are in place to protect children, however, systems lack focus in some areas. Partnerships with other agencies and other settings which the children attend have been developed and this ensures children can benefit from additional support where required. The setting is fully committed to achieving excellence and works hard to prioritise targets for the benefit of the children.

What steps need to be taken to improve provision further?

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

- continue to develop the recruitment procedures
- further develop the individual learning journeys to include a range of assessment techniques so that children's progress can be more effectively tracked and provide more opportunities for parents to contribute to promote continuity in their learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is a priority in the setting and, as such, staff make sure both the premises and their understanding of safeguarding issues are maintained. Policy documents reflect current regulations and information from accident records is used to monitor the setting and make adjustments where required. The setting provides continuity of care and recruitment and selection is carried out appropriately, with necessary checks carried out to ensure the suitability of staff. As most staff employed are known to the setting through other agencies, including the local authority, however, these systems, including the induction and appraisal processes have not been fully formalised.

The setting is committed to continuous improvement and future development is well targeted to bring about improved outcomes for all children. As a consequence the setting is fully inclusive. Staff attend regular training events to further develop their understanding and effectively use this knowledge to provide additional resources and experiences for children.

Parents views are valued and the setting has developed close links with them. There is a flexible settling in processes for new starters and the staff work closely with parents regarding when they feel comfortable leaving their child. Parents receive an information pack at the beginning of the placement and ongoing newsletters, notice boards and a digital photograph frame keep them in touch with ongoing activities in the setting. Parents views about their child are requested through informal chats and the new 'sharing' notice board, however their input is not regularly fed into the learning stories for their children.

The setting values the input of other professionals and uses their advice and guidance to monitor and cater for children with very specific needs. As a consequence, children have their needs fully met. Links have been developed with other settings that offer the Early Years Foundation Stage, these link are with settings that provides an holistic view of children's educational experiences.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy their time in the nursery. They develop good skills in all areas of learning through imaginative and exciting continuous provision opportunities. Easily accessible toys and resources encourage confidence and self motivation. Children work very well together for extended periods to overcome challenges and develop new skills, for example, making a rocket from a cardboard box and wooden blocks. The learning environment and displays are attractive and encourage skills, such as letter recognition, matching and ordinal number. Staff interactions challenge children's thinking and develop their understanding, through open ended questions and providing additional resources. They are genuinely interested in the children, their home lives and interests and take this into account when planning activities.

Staff know the children and they are developing well. The setting have introduced learning stories which show how the children are developing and next steps are identified and included in the continuous provision plans. Tracking systems are included in these files, however, these are not being fully used to monitor progression.

Children feel safe with the staff and in the setting. They know where to go to for help and staff are always on hand to offer support. Children are given responsibility for their own actions and staff encourage them to have a go or have a think rather than telling them 'no'. As a consequence children take risks and experiment with ideas, in a controlled environment. Staff ask questions when solving problems and help them to learn about safety. Children are reminded about basic hygienic practices and staff monitor this effectively. They enjoy a wide range of nutritious fruit and vegetable snacks with cracker biscuits, and discuss how certain foods keep us healthy. They enjoy fresh air and exercise on a daily basis. Staff have high but realistic expectations of children's behaviour. Children are very well behaved and there is a calm, industrious atmosphere of mutual respect. They respond well to the requests of adults and their friends, and early interventions from staff prevent disagreements from escalating. They share and take turns, both during independent play and during directed activities, and are well mannered to their peers, staff and visitors.

Children's creativity is enhanced both indoors and out, through a wealth of free play toys. Children develop their use of language during their building of a house around the large climbing apparatus, and discuss the effects of certain implements in the sand, for example, the sieve lets the sand through. All opportunities are learning opportunities and staff confidently weave learning into freely chosen activities, such as counting and calculating in the sand, scientific experiments in the water tray or measuring with the building blocks. Children know how buttons and switches work on the CD player and torches, and know to switch them off when they are finished. They listen with interest to stories and practice marking-making throughout the nursery. They are developing physical skills in the playdough and are competent in using the sit and ride toys outside.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met