



The Coach House Day Nursery

Inspection report for early years provision

Unique Reference Number EY295826
Inspection date 14 September 2005
Inspector Lorraine Sparey

Setting Address Chibdens, South Gorley, Fordingbridge, Hampshire, SP6 2PP

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Registered person The Coach House Day Nursery Ltd

Type of inspection Integrated

Type of care 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.

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?

The Coach House Day Nursery is privately owned. It opened in 2004 and operates from a purpose built day nursery; the children use 2 play rooms and a reception area. Toilet facilities are situated directly off the playroom. They have use of a specially designed outside area, which has a safety surface. The nursery is located within the New Forest between the towns of Ringwood and Fordingbridge, Hampshire. The nursery serves families from the local community and surrounding villages.

A maximum of 16 children may attend the nursery at any one time. There are currently 17 children on roll; this includes 6 who are in receipt of nursery education funding. Children attend for a variety of sessions.

The nursery opens five days a week from 08:00 until 18:00, 51 weeks of the year. The nursery makes provision for children with special needs and children who speak English as an additional language. The nursery employs 4 permanent members of staff, 3 have early years' qualification and 1 is currently undertaking training. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children flourish and thrive, enjoying nutritious snacks and cooked meals. They delight in picking the vegetables that they have planted and grown, which are then cooked for their lunch. Children enjoy a broad range of fruits and savoury snacks, for example, bread sticks, apricots, home-grown apples and pears. They can access water throughout the day and are encouraged to drink plenty. Staff eat with the children promoting discussion on healthy foods and socialisation.

Children demonstrate excellent hygiene practices. They wash their hands, after toileting, and creative activities, understanding why. Older children are keen to help the younger children with the liquid soap, showing them how to wash between their fingers. Staff implement very effective procedures to support children's health and hygiene practices.

Children have fantastic opportunities to develop their physical skills in the exceptional nursery surroundings. They enjoy walking in the fields searching for wildflowers and bugs. They confidently climb over the styles to visit the forest to learn about nature and make Indian Tepees. Children pedal, scoot and balance confidently in the outdoor area, using the wide range of outdoor resources. Children's overall health and fitness is greatly enhanced by the frequent opportunities to play in the fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and welcoming environment. They learn about keeping safe and protecting themselves from danger. For example, before going into the nursery garden staff remind children to be careful when picking beans. Children confidently and safely use equipment. Older children pass scissors carefully to their peers, remembering to point the handles forwards. Staff implement a range of policies and procedures, which effectively promote children's safety, such as, completing comprehensive risk assessments.

Children choose from the broad range of quality toys and equipment. All resources conform to British Standards. Staff ensure the environment is safe to allow children to

freely and safely select additional sources as required both indoors and outdoors. For example, a child playing in the outdoor area wanted a person to put in his tractor. He confidently went indoors and found a person and two chickens.

All staff demonstrate clear understanding in child protection and they have attended training. They are very confident in their role of protecting children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery. They enjoy a broad range of interesting and stimulating activities such as, making patterns with water and different sized tyres and making hot air balloons. Although there are times when some children are not involved fully in activities. Children benefit from the quality interaction between staff and children. This increases their confidence and self-esteem and enables them to participate fully in activities.

NURSERY EDUCATION

The quality of teaching and learning is good. Overall children are making good progress in their learning. They are confident and show good levels of independence, for example, pouring their own drinks, putting on their own smocks. Children's language is developing well they are confident speakers. They enjoy sharing their news with their peers and the staff. Children enjoy listening to stories and know how to use books for reference and enjoyment. Some children are beginning to make marks and form letters. However, there are too few opportunities for the children to write for a purpose, for example during role play. Children confidently count and do so in everyday activities, such as the numbers of place mats at lunchtime. They confidently use mathematical language and are beginning to solve simple mathematical problems. Children recognise shapes within the environment, such as tyres are circles. Children have a strong sense of community and understanding of country life. They enjoy regular outings to the local farm shop and tearooms. Children learn about the wider world through interesting projects and celebrating various festivals throughout the year. Children have excellent opportunities to develop their creative skills. They enjoy painting using various methods and mediums such as, sponge painting, water painting and sand painting. Children enjoy playing musical instruments, learning to recognise and follow simple beats. Children have good opportunities to develop their imaginative skills; they become engrossed in role-play, developing their own ideas. They are encouraged to construct using a variety of materials including natural materials such as wood.

Staff have good knowledge and understanding of the foundation stage curriculum. The plans are linked to the areas of learning and stepping stones. They use children's individual observations and assessments to plan the next step in children's learning. Staff use various methods in teaching to help the children progress in their learning including effective questioning and providing sufficient resources for all the children to fully participate in activities. For example, giving children their own cooking resources when making the edible hot air balloons.

Helping children make a positive contribution

The provision is good.

Children develop a strong sense of belonging. They enjoy being given responsibility, such as, helping to prepare the table at lunchtime. Staff discuss significant events, such as, new siblings and recent family holidays. Staff provide good role models for the children by being polite and encouraging a calm environment, continually praising children's achievements. Staff use singing to promote good manners, for example, children enthusiastically join in with songs teaching them when to use please and thank you. This ensures children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. They receive detailed information on the about the setting. A comprehensive prospectus gives information children's learning and development; it includes information on the six areas of learning. Parents are encouraged to be involved in their child's learning. They are invited to participate in nursery events, such as, sports day. An adjacent field was used for the event and parents were given a cream tea during the afternoon. Parents can view their children's records at any time and regular discussions ensure they are kept informed of their child's progress. Parents are confident because their children are happy in the setting.

Organisation

The organisation is good.

Children benefit from the staff's good organisational skills. They organise the space effectively to allow children to freely move between the play areas and the outdoor area. The resources are attractively presented and inviting to the children. Children are generally well supported by the staff. They have opportunities to experience real life country situations, such as, seeing a newborn calf, with good levels of interaction from staff. However, at particular times, such as, the beginning and the end of the day, some children are not always fully involved in play.

The comprehensive operational plan and all the required documentation ensures children are cared for in a safe and stimulating environment. Effective recruitment procedures ensure suitable staff are employed to work with the children.

Leadership and management is good. There is clear management structure which supports the provision and enhances children's learning. Staff work well together as a team and are fully aware of their roles and responsibilities within the nursery. There are effective procedures in place to monitor the nursery education provision. These include attending cluster meetings, and support visits from the early years. Staff are very committed to continually improving the quality of provision.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report.

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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):

- ensure the organisation and preparation of activities extend throughout the day

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):

- continue to develop opportunities for children to practise their writing skills

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