



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY246117

DfES Number:

INSPECTION DETAILS

Inspection Date 14/09/2004
Inspector Name Jean Evans

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Coppice Park Nursery
Setting Address Coppice Valley School
Knapping Hill
Harrogate
HG1 2DN

REGISTERED PROVIDER DETAILS

Name The partnership of Coppice Park Nursery

ORGANISATION DETAILS

Name Coppice Park Nursery
Address Coppice Valley School
Knapping Hill
Harrogate
North Yorkshire
HG1 2DN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Coppice Park Nursery has been registered since January 2003. It is privately owned and is situated in a purpose built, modular building within the grounds of Coppice Park Primary School on the outskirts of Harrogate. Children have use of a large main room, which is separated into different areas of play, an adjoining creative area and a quiet room. Children have access to an enclosed outdoor area adjoining the premises.

The provision is open term time only between the hours of 07:30 and 18:00. The nursery is registered to care for 24 children and offers care for children over the age of 2 years. They additionally offer an out of school care service for children up to the age of 11 years. The nursery serves the local community and the out of school club takes children from Coppice Park Primary School.

They are currently caring for 40 nursery children of which 31 are 3-year olds in receipt of nursery education funding. Children attend a variety of sessions. There are no children currently attending with a special need; the nursery is supporting 2 children who have English as an additional language.

There are eight staff members, five of whom work part time. Half of the staff members hold a relevant childcare qualification and one other member of staff is working towards gaining a recognised qualification.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Coppice Park Nursery provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals, with some very good progress in certain aspects.

The quality of teaching is generally good. Staff employ appropriate methods to meet the needs of all children, including those for whom English is an additional language. They manage children well, set high standards for behaviour and encourage good relationships. However, staff lack understanding of how to promote some aspects of children's communication, language and literacy and mathematical awareness, resulting in omissions in learning, especially relating to the challenges presented to older children in these areas. The present planning and assessment systems do not indicate how individual children will move through the stepping stones towards the early learning goals.

The leadership and management of the nursery is good and the joint managers have established a close staff team. There are good staff induction, training and appraisal programmes in place. The setting has not effectively assessed its weaknesses in its partnership with parents.

There is a generally good partnership with parents. The nursery has a calm, relaxed atmosphere where parents are made to feel welcome. They are encouraged to share what they know about their child, and the key worker system ensures that they can discuss their child's progress at any time. However, limited information is given to parents about the Foundation Stage curriculum to ensure that they are aware of the reasons for the learning opportunities planned for their children. Overall, there are insufficient opportunities for parents to support their children's learning.

What is being done well?

- Staff are highly committed to improving the care and education of all children.
- Good relationships are fostered at all levels.
- Staff use effective methods to meet the needs of individuals, are good role models and have high expectations for behaviour.
- The children are happy, confident, motivated and well-behaved.
- Role-play is a strength, enabling children to express their imaginative ideas and develop skills across the curriculum.

What needs to be improved?

- The planning and assessment systems to ensure that all children make effective progress towards the early learning goals.
- Opportunities for older children to make links between sounds and letters, and to write their names and form letters correctly.
- Opportunities for older children to solve simple problems involving addition and subtraction in practical play situations.
- The information given to parents about the educational provision, and the opportunities for them to be involved in their child's learning.

What has improved since the last inspection?

not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are interested, excited and motivated to learn by the stimulating range of activities offered. They are confident and becoming aware of their own needs, views and feelings. They are well-behaved and are encouraged to be aware of right and wrong and the consequences of their actions. All children are forming good relationships, with older children showing sensitivity towards to the needs of younger children and younger children learning to take turns and share in group situations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children use language effectively to communicate. They negotiate well with one another and are good listeners. They express their imaginary ideas and discuss real experiences with enthusiasm and confidence. They are beginning to attempt writing for different purposes in play situations. However, older children do not have sufficient opportunity to make links between sounds and letters, to hear and say sounds in spoken words and to write their names and form recognizable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children count with confidence and are beginning to recognize numbers to ten. They particularly enjoy the wide range of number rhymes introduced by staff. They use mathematical language to describe and compare shape, size, position and quantity. They recognise and recreate patterns using a variety of interesting resources. However, older children do not have sufficient opportunity to solve problems in practical play situations, particularly those involving simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are naturally curious and interested as they explore and investigate a variety of objects and materials using all of their senses. There is good emphasis on living things and the natural world. They are learning about the locality through interesting visitors, such as a train driver and fire officer, and appropriate topic based resources and activities. They are beginning to discover more about their own culture and those of other people, for example, by sampling a range of foods.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move confidently and imaginatively, with due regard to safety, both indoors and outdoors. They demonstrate a keen awareness of space, of themselves and others, as they negotiate apparatus in the outdoor area and move freely to music in the school hall. They particularly enjoy the excitement of working co-operatively with a parachute to create different movements. They handle a wide range of tools, objects, construction and malleable materials to increase smaller movement skills.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children enjoy a wide range of musical activities and take part with enthusiasm. Older children show developing rhythmic awareness through their made up songs. All children demonstrate their vivid imaginations through art and design, music, dance, role-play and stories. Role-play is a well-organised feature of the nursery, encouraging the children's imaginative expression. The children eagerly express their ideas, thoughts and feelings using a stimulating selection of creative resources.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve the present planning system by including clear learning intentions linked to the stepping stones and early learning goals, and introduce the proposed modifications to the assessment system, so that the resulting planning and assessment cycle effectively ensures that individual children make appropriate progress towards all early learning goals at their own pace.
- Develop the programmes for communication, language and literacy and mathematical development by increasing opportunities for older children to make links between sounds and letters, write their names and form letters correctly, and to solve simple problems involving addition and subtraction in practical play situations.
- Improve the present information given to parents about the educational provision, and develop greater opportunities for them to be involved in their child's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.