



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400133

DfES Number: 525132

INSPECTION DETAILS

Inspection Date	24/02/2004
Inspector Name	Dawn Bonica Brown

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Coppice Valley Nursery
Setting Address	Jenny Field Drive Harrogate North Yorkshire HG1 2RP

REGISTERED PROVIDER DETAILS

Name	Harrogate Borough Council
------	---------------------------

ORGANISATION DETAILS

Name	Harrogate Borough Council
Address	Brandreth House St. Lukes Avenue Harrogate North Yorkshire HG1 2AA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Valley Nursery opened in 1992. It operates from a single storey building in the grounds of the local Harrogate swimming pool and serves Harrogate Borough Council employees and the local area.

There are currently 52 children from three months to five years on roll. This includes 12 funded 3 year-olds and five funded 4 year-olds. Children attend for a variety of sessions and the setting supports children with special needs.

The nursery opens five days a week all year round, except for one week at Christmas, when it is closed. Sessions are from 08:00 to 17:30.

There are six full time staff and five part time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Coppice Valley Nursery provides good care for children in a warm, welcoming environment. The premises are well maintained and hygienic. There are very thorough staff recruitment and induction procedures and staff are deployed effectively. However, limitations in storage space means that some activities for babies are restricted. Good quality resources provide an ample range and balance of toys and activities. Documentation is very well maintained in most areas.

There are very good safety procedures that are effective in monitoring risks and reliable hygiene routines are rigorously implemented, so that many children follow routines without the need for prompting. Children's nutritional needs are appropriately addressed, and they are well cared for. Staff maintain professional relationships with specialists and work efficiently with other settings to support children's special needs. Key staff are knowledgeable about how to protect children

from abuse and dependable child protection procedures are in place in almost all areas.

Staff and children have very good relationships; they listen to children attentively and provide appropriate stimulation. Children's individual needs are well met. They have good self esteem and confidence and are encouraged to care about each other. Children are well behaved and respond well to praise and encouragement.

Excellent relationships are maintained with parents, who feel comfortable within the setting and have confidence in the staff. They appreciate the "warm friendly atmosphere", the "friendly approachable staff" and the "caring" relationship that staff have with their children. They are well informed about the setting and their children's development.

What has improved since the last inspection?

not applicable

What is being done well?

- Good recruitment and induction procedures means that new staff are highly effective within the shortest possible time and are suited to their roles.
- Staff are well trained and highly motivated. They have very positive relationships with the children and their parents, which help them to understand children's individual needs and to adapt resources to suit them. They provide well planned, stimulating activities that engage children's curiosity and help to maintain their concentration over long periods.
- Effective safety procedures are comprehensively maintained. Staff have a high level of awareness of how to monitor risks successfully to protect children from accidents inside and outside the setting.
- Robust hygiene routines are clearly identified and rigorously followed by all staff who encourage the children to follow the procedures independently, so that many children are adept at self care. The more able children practise good hygiene routines dependably.
- Children's self esteem and confidence is well nurtured so that they are interested in their environment, caring about each other and about living things, highly adaptable and receptive to new people and new ideas.
- Excellent relationships with parents helps them to feel comfortable within the setting, happy to approach staff with any concerns and discuss their children's development. Productive information about the setting and meaningful summaries of their children's progress is provided for parents in a variety of ways to meet the needs of all parents.

What needs to be improved?

- The staff daily attendance register to provide more useful detail.

- The space designated for babies to provide them with greater freedom to explore and investigate their environment.
- The system for recording the injuries that children arrive with to ensure that children's health is monitored appropriately.
- The complaints policy to include the name and address of the regulator.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Improve staff attendance records to provide greater accuracy of detail.
4	Create further space for babies to investigate and explore their environment.
7	Ensure that injuries that children arrive with are appropriately recorded.
12	Ensure that the name and address of the regulator is included in the complaints policy

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

How effective is the nursery education?

Coppice Valley Nursery provides very good quality education where children make very good progress in communication, language and literacy, mathematics, knowledge and understanding of the world, physical, creative and personal, social and emotional development.

Teaching is very good with some excellent aspects. Staff are highly motivated and have a good knowledge of the early learning goals which helps them to cover all areas of learning effectively. Children with special needs are well supported and there is sufficient challenge for children in most areas. Staff adapt and create imaginative resources to support children's creativity. They work efficiently as a team and have good relationships with children. Behaviour management is very good; the children are well behaved and respond well to praise, encouragement and a consistent approach. Excellent assessments of activities and summaries of children's individual development charts provide meaningful information for parents.

Proficient leadership offers good support for staff, who benefit from regular meetings and appraisals. The setting has a high level of awareness of its own strengths and weaknesses, recognised through regular questionnaires to parents and good monitoring and evaluation systems. Strong emphasis is placed on improvement of the care and education for all children.

Partnership with parents is very good. They are given useful information about the setting and their children's progress, with highly effective individual children's profiles. Good team work with parents is nurtured through highly approachable, friendly staff and parents have confidence in the setting.

What is being done well?

- Staff plan and organise stimulating activities that maintain children's interest and successfully encourages them to investigate and explore their environment.
- Knowledge of the early learning goals is good and, over time, all areas of the curriculum are appropriately covered.
- Meaningful assessments are produced that help to inform future planning, and excellent summaries of children's progress across the curriculum are provided for parents in a way that is readily understood.
- Behaviour management is consistent and effective. The children are well behaved and respond well to praise, encouragement and good conflict management.
- Children's self esteem is well nurtured; they are communicative, friendly and open to new people and new ideas. They show concern for each other and

for living things and have formed strong friendships with each other and with staff.

- Parents are welcomed into the setting effectively. They are successfully encouraged to be involved in their children's learning through useful information, communicated in a variety of ways that meet the needs of all parents. There is a well attended parent's support group and parents find the staff approachable so that children's development is effectively promoted.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- four year olds experiences of simple mathematical concepts through every day routines.

What has improved since the last inspection?

Since the last inspection the setting has made generally good progress towards implementing the action plan. Very good progress has been made in communication, language and literacy and the children's use of technology. The opportunities for children to practise using numbers such as simple addition and subtraction has been partially met with the introduction of new resources to help them recognise numerals. Three and four year olds pour their own juice routinely at snack times, however, scope remains to improve opportunities for children to understand simple mathematical concepts through practical experiences

With the introduction of new books the children's interest in stories is enhanced, and a new writing area and permanent white boards encourages them to write spontaneously in their free play.

The installation of a new computer with a greater choice of programmes has encouraged a keen interest in technology and many children are skilled in using the mouse. They use modern technology knowledgeably in their role play and apply it effectively in every day situations, for example using the cassette recorder appropriately when playing listening games.

The opportunities for children to practise using numbers such as simple addition and subtraction has been partially met with the introduction of new resources to help them recognise numerals. Three and four year olds pour their own juice routinely at snack times, however, the opportunities for children to understand simple mathematical concepts through practical experiences remains limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's self esteem and confidence is well nurtured; they show concern for each other and for living things. They have firm friendships with each other and play co-operatively across all areas of learning. The children are well behaved; they are highly motivated to learn and respond well to praise and encouragement. Three and four year olds are receptive to new people and new ideas and focus intently on activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Three and four year olds speak clearly and fluently and have a good vocabulary. Most staff are skilled at open ended questioning; they listen attentively and give children time to explain complicated ideas, supporting sentence structure with appropriate vocabulary to help children to think logically. Effective labelling around the room helps children to become aware of writing for different purposes. Four year olds write recognisable letters and all children listen attentively to stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Four year olds can count reliably beyond 10, but their recognition of numerals below three is not secure. All children learn simple maths concepts through practical activities such as nursery rhymes, and some children confidently solve elementary problems such as how many counters are left in the game. However, limited opportunities for children to practise their skills through normal daily routines reduces the effectiveness of their understanding of how maths is used in every day life.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Three and four year olds are eager to investigate their environment and show curiosity about how things change such as how snow and ice melt in water. They use a range of modern technology skilfully in their role play as well as in planned activities. They learn about a variety of cultures and beliefs through practical activities and talk confidently about significant events and people in their lives, such as the nursery visit to the pet shop to buy goldfish.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's physical development is fostered in all areas through well planned activities that include regular visits to the swimming pool. They use space well and demonstrate good body control in group activities. Three and four year olds gain an increasing sense of health and bodily awareness and follow hygiene routines knowledgeably. Three year olds interpret their bodily changes well and exhibit good hand and eye co-ordination while using scissors and other small tools.

CREATIVE DEVELOPMENT

Judgement: Very Good

Three and four year olds have a wide repertoire of songs and express their feelings well through music and movement. Their role play is successfully fostered through imaginative, well adapted resources. Three year olds mix colours knowledgeably to produce desired effects such as red and yellow to make orange and green and red to produce brown. They explore shapes, textures and space through a variety of materials and understand the properties of many natural materials.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues, however, a point for consideration is to provide greater opportunities for the more able children to learn simple mathematical concepts through every day routines.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.