

Coach House Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Coach House Nursery was re-registered in 2010 having previously been registered since 2004. The nursery is one of three nurseries owned by the registered individual and operates from a converted two storey premises in Portishead, North Somerset. Children have access to two enclosed outside play areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open Monday to Friday from 7.45am to 6.15pm for 52 weeks of the year. A maximum of 60 children may attend at any one time. There are currently 104 children on roll within the early years age group who attend. The nursery offers support to children who have special educational needs and/or disabilities. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs 22 staff, of whom one is a cook; of these, 18 hold appropriate early years qualifications. One member of staff holds Early Years Practitioner Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff ensure children make good progress in their learning and development and their welfare is safeguarded and promoted extremely well. Children's individual needs are clearly identified and taken account of. The partnership with parents is strong and contributes well to children's learning and development. Links with other early years providers are established and overall work well. Staff have a common sense of purpose that is driven by an effective system of self-evaluation and as result the outcomes for children are good. The provision demonstrates a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that all children have daily access to interesting and challenging outdoor areas
- extend opportunities for children to recognise their own and others unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds
- extend resources that support children's learning using information and

communication technology

The effectiveness of leadership and management of the early years provision

Robust steps are taken to safeguard children, including the vetting procedures for all the adults who work with children. Children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery. Staff are vigilant in promoting children's health, for example, daily checks of the UV rating between April and September are taken account of, to limit children's access to outside areas at times of high risk. Effective risk assessments and frequent review and monitoring of health and safety procedures within the nursery ensure that areas of high incidence are clearly identified. Highly effective action is taken by staff to minimize accidents, for example, re-arranging the lay out of some play areas. Good documentation is in place to safeguard children and all required records are well-maintained and shared with parents. Children of all ages easily access an interesting range of good quality toys through clearly labelled well-organised low-level storage in most areas. Children have some opportunities to use resources that develop skills in using information and communication technology. Most children enjoy regular access to the outside area throughout the day. Staff have a good knowledge of individual children's backgrounds and needs. However, this is not fully reflected in activities, experiences and resources that reflect the diverse backgrounds of all children that attend.

Good relationships are established with parents. They are kept well-informed about their children's achievements, well-being and development and events within the nursery. This is achieved through free access to clear and comprehensive progress records, daily communication books, displays, written policies and procedures, newsletters and twice yearly parents meetings. Effective links exist with parents and carers, who are encouraged to share their knowledge of their child through, for example, the recently introduced parental involvement form. Links with other early years providers are positive and developing well.

The enthusiastic staff group is well supported by a committed management team. Frequent and on-going opportunities to reflect and review the provision and identify areas for future development, includes the views of parents and children. The management team has an accurate understanding of the strengths and weaknesses of the provision and take effective steps. Effective use of staff meetings to review understanding of newly implemented documentation and procedures, monitoring of staff practice and focused internal training ensures that improvements are well targeted overall and the outcomes for children are good.

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

Children are supported well by staff when they first join the nursery. Close working with parents ensures that routines for babies and young children are consistent with home and parental wishes. Children of all ages form strong attachments to staff and are at ease and secure within the nursery. Staff are focused on ensuring children make good progress in their learning and development. They use their good knowledge and understanding of how children learn to effectively support and promote their development through activities that reflect their interests. Staff work well together to ensure that children have good opportunities to achieve as well as they can from their starting points. Children's progress is frequently observed and assessed, consequently planning is responsive to children's interests and their next steps in learning. For example, children in the baby room are observed posting objects inside and behind objects. Staff develop this activity by laminating letters and providing a post box. Children spontaneously choose this activity, persevere in posting a number of letters and extend their language through the introduction of new words, which they later repeat.

Toddlers enjoy music sessions and opportunities to mix with older children. Staff guide them sensitively to develop an understanding of what is expected when in larger groups. Children listen to instructions by staff and are starting to follow these. They are interested and most children enthusiastically join in with familiar songs such as 'Twinkle Twinkle Little Star' and action and number songs. Children's communication is enhanced through the use of Makaton signs.

Two and three-year-olds knowledge of difference and change and how to keep themselves safe is supported well by staff's use of open-ended questioning. Staff build upon children's understanding that symbols such as red mean hot and blue means cold. Children recall items and experiences such as ice cream, the sun and cooking and staff develop this activity by encouraging children to look for objects around the nursery that fit into these categories. Children make connections between the colours of taps in the bathroom area and understand how they can keep themselves safe when water is hot. Children talk about good hygiene routines and why they need to wash their hands. Children understand that they need protection from the sun and why they need to put on hats when playing outside. Pre-school children are eager to join in interesting activities that promote and embed their understanding of problem solving, reasoning and numeracy. Picture and number cards, number lotto and marble runs are used effectively to promote sorting, matching, number recognition and problem solving.

Children demonstrate a good understanding of healthy lifestyles. They enjoy nourishing, balanced, freshly prepared meals that take full account of their dietary needs and preferences. Vegetables and fruit grown in the garden and picked by the children themselves support their understanding of how food is grown and where it comes from. Daily routines such as snack and meal times are used effectively to support children's independence and self-care as they progress through the nursery. Children respond well to the frequent praise and consistent

and clear approach of staff. Children's behaviour is good. They show consideration for others, play cooperatively together, take turns and share; thus, developing skills for the future. They develop an awareness of the importance of recyclable materials through the sorting of papers and cardboard and the disposal of cans and plastic by a designated staff member at the end of each day.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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
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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	1
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

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