

Coppice Park Nursery

Inspection report for early years provision

Unique reference number

EY246117

Inspection date

31/03/2011

Inspector

Jim Bostock

Setting address

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Telephone number

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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*.

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.

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Description of the setting

Coppice Park Nursery was registered in 2003 and is run by a partnership. It operates from a purpose built, modular building within the grounds of Coppice Valley 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 a secure enclosed outdoor play area. A maximum of 24 children from two to under eight years of age may attend the setting at any one time. The setting also offers care to children aged eight to 11 years. The setting is open from 7.30am to 6pm, Monday to Friday, term time only.

There are currently 71 children on roll. Of these, 64 are under eight years and of these, 50 are within the early years age range. The nursery is in receipt of funding for early education. The setting supports children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff who work directly with the children. Of these, the two owners hold a relevant qualification at level 5, five staff hold a qualification at level 3 and one holds a qualification at level 2, all in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very safe and secure environment where they are able to make excellent progress towards the early learning goals through an extensive and stimulating range of activities and resources. A comprehensive key worker system ensures that each child is recognised as unique and staff ensure that their individual welfare and care needs are well met. Overall, this is an inclusive setting that offers a warm welcome to all children and their families. Children benefit from the excellent relationships between staff, parents and carers. The capacity for continuous improvement is very secure because of the partnership's commitment to evaluating the provision to offer children the best possible care and learning opportunities possible.

What steps need to be taken to improve provision further?

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

- enhance inclusive practice by providing additional resources for children learning English as an additional language, with particular regards to when they first start to attend the setting.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because staff have a clear knowledge of how to recognise possible indicators of abuse. In addition, the designated person responsible for child protection has completed various training and is confident in her role. An efficient recruitment system ensures that all staff are vetted to confirm their suitability to work with children and are appropriately qualified. Detailed policies and procedures, written records and permissions are in place and fully used to protect children. Thorough risk assessments are carried out regularly to minimise danger and keep children safe.

The managers and staff are very competent and confident in their roles to effectively meet children's needs. The very good promotion of equality and diversity is embedded throughout all staff practice. For example, the systems to promote the inclusion of children who speak English as an additional language include the use of signs, symbols and collecting information about their home language, which is used to enhance their play and learning. However, this is not always gathered at the start of their placement to ease the child's transition into the setting. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and an excellent range of resources gives positive images of themselves or diversity within society. Good systems are in place to evaluate the quality of the provision and a thorough and realistic self-evaluation of the setting has been completed. The managers and staff value the views of parents and carers and take these into consideration when identifying areas for future development. Staff deployment is excellent and both the indoor and outdoor play areas offer a stimulating and challenging learning environment for children. The extensive range of play resources are freely accessible to children who particularly enjoy the ability to play inside or outside as they wish, and no matter what the weather.

Very good systems are in place to work co-operatively with other early years professionals in order to fully promote the continuity of children's care and learning. In particular, staff have built excellent relationships with parents and carers. For example, parents and carers are encouraged to take a fully active part in the setting's life, including bringing in South African drums for the children to look at and discuss and taking 'Barney Bear' home to do activities with their children. Staff go to every effort to help parents and carers to understand how their children learn in order for them to continue with their learning at home. Parents and carers actively contribute towards children's observations and assessment records, which enables staff to plan for children's individual development so comprehensively.

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

Children are eager to attend and make significant gains in their learning. They participate in an extensive range of both indoor and outside activities and benefit

from an excellent balance of adult-led and child-initiated activities, which promote active learning. As a result, they have consistently good and often excellent levels of achievement and most children demonstrate outstanding progress in developing skills that will help them in the future. This is reflected in the highly effective systems of monitoring children's progress and planning for the individual learning and developmental needs.

Children benefit from an extensive range of high quality toys, equipment and books that fully support their learning and developmental needs. The outside play area is excellent allowing exciting and challenging activities in all weather. Children are confident learners who make excellent use of their learning environment. They show high levels of independence, curiosity and imagination. They select resources and work independently and enjoy both free-play and group activities. Children benefit from highly sociable meal and snack times where staff and children sit in small groups at the 'bar', holding excited and detailed conversations about their day so far. Children demonstrate excellent negotiation and cooperation skills. For example, they share and take turns during play and happily move aside from the computer when the egg timer runs out. Children's behaviour is extemporaneous and they show an excellent awareness of responsibility within the setting. They respond positively to well established routines and take responsibility for their environment as they help tidy away toys. Children's language skills are enhanced as staff engage all children in an extensive range of conversations and ask questions that make them think. They have excellent opportunities to solve problems. They use a wide range of construction sets to create and build objects. They develop their awareness of space and shape while using blocks and when experimenting with a range of accessories in the sand and water trays. Children's awareness of technology is enhanced through the highly effective use of cameras and computers.

Children show an exceptional understanding about how to lead a healthy lifestyle. They understand the importance of following good personal hygiene routines. For example, they learn about washing their hands and 'germs'. They have constant access to fresh drinking water, enabling them to remain hydrated throughout the day. Children enjoy an excellent variety of fresh fruit at snack times, enabling them to develop healthy eating habits. Children have innovative opportunities to engage in a wide range of physical activities and to experience fresh air throughout the day. Children show an extremely strong sense of security and belonging within the setting. They interact positively with each other and staff, showing excellent relationships as they play, talk and laugh together.

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	1
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	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

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