

Coombe Valley Nursery (Launceston College)

Hurdon Road, Launceston, Cornwall, PL15 9JR

Inspection date	09/04/2013
Previous inspection date	22/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The effective key-person system successfully supports staff to develop a clear knowledge of children's individual needs, which they meet well.
- Children are relaxed and secure in the staff's care. As a result, they have developed a strong bond with their key person and are confident and content in their care.
- Children are engaged and happy as they play because staff organise an interesting range of resources for children to explore.
- Babies are secure and settle well because staff fully share information with parents to ensure their needs continue to be met.

It is not yet outstanding because

- some areas where younger children play are not organised to fully promote children's free movement at all times.
- the sharing of information to promote children's all-round development and progress has not been fully established with other early years settings that some children attend

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with manager, staff and parents.
- The inspector sampled a range of documentation including the nursery's complaints records, policies and children's records .
- The inspector undertook a joint observation with the manager.
- The inspector observed children's activities in various rooms and outdoors.

Inspector

Sara Frost

Full Report

Information about the setting

Coombe Valley Nursery (Launceston College) opened in 2000 and is one of two nurseries that are privately owned. It operates from a purpose-built building within the grounds of Launceston College. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children have access to two rooms. All children share access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 5.30pm for 51 weeks of the year, closing for a week at Christmas and for all bank holidays. There are currently 66 children on roll. The nursery receives funding for the provision of free early education for children aged, two, three and four years. There are eight members of staff; all of which are appropriately qualified. The manager holds Early Years Professional Status. Children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the organisation of the area used for the younger children to ensure they have plenty of space to move freely at all times
- further enhance partnerships with other early years providers to provide more robust continuity in individual children's development and progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan a wide range of enjoyable activities throughout the nursery environment, which fully engage the children. Planning shows all areas of learning are covered, which promotes individual children's learning and development well. Staff provide opportunities for parents to share in their children's learning. For example, they share children's observations and assessment records as well as giving parents easy access to their child's 'learning journeys' whenever they wish.

Staff skilfully interact with the children, encouraging and challenging their learning and development as the children make choices in their play. Staff respond spontaneously to children's comments. For example, when children comment on the loud noise they hear outside, staff pick up children to look out of the window and watch the road construction.

They talk about the different machines they can see, what they are doing and how people would cross the road. Children copy what they had seen outside as they play in the sand tray using various toy diggers. They tell other staff what they have seen through the window, using a range of words to describe the scene.

Staff respond well as children seek their support, such as when asking for help to make a 'wall'. Staff skilfully use the activity to encourage children to count together as they place one brick on top of another. Young children thoroughly enjoy knocking it down, giggling with delight eager to repeat the action over and over again. Babies and younger children enjoy exploring low-level mirrors and sound making toys. They are able to explore things around them, making links between their faces and reflections.

Staff demonstrate a secure understanding of children's abilities, interests and preferences. Children have plenty of time and space to follow their chosen play. They enjoy, and spend a lot of time with the water play, pouring water into pots, watching it trickle, splash and drip onto the floor. Staff quietly become involved in children's play, gently talking to develop their language as they speak with children about what they, and the water are doing. As a result, children learn to hold lively conversations and can easily express their feelings, thoughts and ideas, which are useful skills for their future learning.

Staff effectively engage children as they enjoy group stories, re-telling favourite stories with each other. The interesting range of dressing up clothes helps children to develop imaginative minds. For example, by dressing up as pirates, children talk about how they intend to protect their friends from a range of sea creatures. The nursery provides a welcoming environment with various displays and posters on the walls, valuing children's home languages through various labelling on displays. Children gain a good sense of belonging as they know their backgrounds are valued.

Children enjoy accessing the outdoor area. Here, they have play opportunities that promote their physical skills and co ordination, for example, climbing up ladders to reach the slides or playing with various sized balls. As a result, children are making good progress in their physical development.

The contribution of the early years provision to the well-being of children

Children leave their parents with ease, settling quickly with support from their key person, as look together for their favourite toys. This shows that children are happy, content and secure in the nursery.

The nursery's key person system works very well to support all children within the nursery. Good practices are in place to share information with staff as children move through the nursery. This well-planned move helps children to be familiar with the new areas, changes in staff and continue to help children to feel safe. The key person system is well established to enable other staff member in the dedicated rooms to be familiar with child's routines and development. This process enables staff to maintain children's sense of security. Key staff for younger children recognise when children need their home

comforters, responding well to their individual needs. As a result, younger children feel comfortable to go and find toys to play with. Key staff make good use of comfortable seating provided, securely holding children who are bottle-fed, engaging them in eye contact, and enabling babies to feel snug and safe.

During the school holiday periods the nursery also provides care for children who previously attended the nursery prior to attending full time school. As numbers at holiday periods are fewer staff group all children together. During these times, the baby room is sometimes crowded reducing the available space for the babies to freely move about at these times.

Children learn to share and take turns, are polite and behave well as staff set good examples for the children to follow. Staff use a 'spot chart' as a countdown visual aid to help children understand imminent changes. For example, that it will soon be time to tidy away and prepare for lunch. Lunchtime meals during term time are provided by Launceston College canteen. During the holidays when the canteen shuts, parents have to provide children with packed lunches. The nursery has worked with parents to promote healthy eating practices. The nursery's management has now decided to employ a cook to provide nursery meals commencing after the Easter holidays. All children and staff come together at lunch times. Staff use this communal time to talk with the children and encourage younger children to feed themselves. These practices encourage children to develop their social skills and their independence. Older children are encouraged to make suitable choices as they take items from their lunch boxes. For example, they are helped to follow the healthy practice of eating savoury items before tucking into any sweet items.

Staff promote good hygiene routines, as they prepare babies' bottles and undertake nappy changes hygienically. They further promote the importance of regular toileting and hand washing, giving gentle reminders to the younger children.

The effectiveness of the leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding and promoting children's welfare. They understand their role in child protection and know the procedures to follow should they have a concern about a child in their care. The induction process for new staff ensures they are familiar with the nursery's policies and procedures. Management use procedures to ensure all staff employed are suitable to work within the nursery environment. Regular on-going supervision, monitoring and appraisal systems by the nursery's manager checks staff remain suitable for the position they have. The nursery has a clear system in place that monitors and acts upon all complaints received. Managers work in line with the nursery's complaints procedure and within the required timescale, to investigate any complaints raised by parents. This action is followed up with a written response to the parent clearly explaining the outcome of the investigation, including any action taken. The management takes steps to ensure the confidentiality of information about children is respected. All staff are aware of policies and procedures surrounding confidentiality and follow these accordingly.

The nursery supports a number of children with special educational needs and/or disabilities. The designated member of staff is passionate about ensuring all children are supported well. Parents state how approachable, supportive, and friendly the nursery staff are. Parents receive regular information in various formats, such as discussion with key staff, sharing of learning journals and newsletters. Staff work very closely with parents to help children settle at nursery. This further encourages partnerships and provides opportunities to share their children's progress. However, this practice is not fully promoted with other early years settings that some children attend. As a result, staff do not take all possible opportunities to encourage other settings to fully share in children's progress.

The nursery staff are enthusiastic and continue to improve the service they provide to the children and families who use the nursery. They seek and incorporate the views of all users, for example, through use of parent questionnaires and observing and chatting with the children. Staff meetings occur on a regular basis to discuss and share current planning and development plans. The staff use their planning and observation well to promote children's individual progress and follow their interests. Staff follow the children's lead as they play to promote children's learning. As a result, they provide a good balance of adult organised activities and children's free choices. An area identified at the nursery's previous inspection. The outdoor area has seen many improvements, seeking support from local businesses to achieve this. Staff are keen to continue to further develop this area for the benefit of all children in the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY101357
Local authority	Cornwall
Inspection number	907590
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	56
Name of provider	Coombe Valley Nursery (Launceston) Ltd
Date of previous inspection	22/05/2009
Telephone number	01566 779318

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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