

Cooper Trees Nursery Ltd

Saltash Parkway Industrial Estate, SALTASH, Cornwall, PL12 6LF

Inspection date

Previous inspection date

29/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff effectively promote children's early mathematical skills particularly well so children recognise and count numbers and use early mathematical language.
- Staff develop good partnerships with other professionals to ensure children's individual needs are well met.
- Children benefit from a warm and friendly nursery environment in which they can explore, move around freely and play with a good range of toys.
- Regular access to the well organised outdoor area allows children to benefit from fresh air and exercise.

It is not yet outstanding because

- The systems used to obtain information about children's starting points lack some detail to help plan effectively from the start.

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 the nursery owners.
- The inspector sampled a range of documents including suitability of staff, children's records and parents comments.
- The inspector observed children's activities, indoors and outside.

Inspector

Sara Frost

Full Report

Information about the setting

Cooper Trees Nursery registered in 2012. It is a privately owned provision situated at Saltash Industrial Estate. The premises are single storey with a main playroom, kitchen and toilet facilities. There is an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Care is available for children aged from two years and currently there are 13 children on roll in the early years age range. The nursery is open each weekday from 8am until 5.30pm for fifty weeks of the year. Children attend for a variety of sessions.

The nursery receives funding for the provision of free early education for children aged three and four years. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language .

There are three staff employed to work with the children and all have early years qualifications in childcare and education. Staff are supported by two volunteers who regularly attend the nursery.

What the setting needs to do to improve further

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

- develop systems for encouraging all parents to contribute information about what their child does at home to support their child's learning and development further.

Inspection judgements

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

Staff have a very good understanding of all areas of learning. Staff provide suitable challenges, and a wide range of interesting activities, to effectively engage children and promote progress in their learning and development. Staff effectively develop children's mathematical language. For instance, children follow shopping lists, detailing the number and cost of items and comparing shapes, in the role play shop. Children develop their use of mathematical language, as well as their understanding of the world around them, in the garden centre role play outdoors.

Children enjoy reaching into the song sack to select an item that relates to a favourite

song and they learn through the songs they sing, for example, counting down two at a time. Staff encourage children's awareness of sound as children eagerly take part in playing with 'clay sticks'. They listen well and follow instructions, such as making loud and soft sounds as they hit the sticks together.

Staff provide opportunities for children to explore textures. Children, for example, enjoy playing with soil and water outdoors. They play with shaving foam and cornflour, making patterns as they trail their fingers through and relating the texture to 'marshmallow'. Staff skilfully engage children in discussion, which aids children's conversational and vocabulary skills. Staff help children to think through processes, such as how they can get more water to feed the plants. As a result, children happily talk, expressing their feelings, thoughts and ideas. Children confidently use the computer and mouse and follow simple programmes. They are introduced to letter sounds to support their speech and early reading skills. Children develop useful skills for their future learning.

Staff gain information about children's individual needs through discussion and written documentation obtained from parents. As a result, staff are able to provide resources, which they know will help children to settle at the nursery. However, staff do not ask parents for sufficient information about children's development at home and, therefore, have to wait until they have completed their own observations to plan for children's next steps. This means staff cannot always plan purposeful play experiences for each child when they first start at the nursery.

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

The nursery provides a friendly and welcoming atmosphere and, as a result, children are confident, secure and happy. Although the nursery has been open for a relatively short time the key person system effectively ensures children's individual needs are well known and met. Key staff respond to children's needs, recognising when children need time to rest, and providing the reassuring support to help them settle. In addition, as this is a small group, children have built good relationships with all the staff. Children are confident to ask any staff for help when needed.

Children move freely between the indoor and outside play areas and benefit from regular outdoor and physical play activities. Staff promote children's healthy lifestyles through discussion in play and during snack and meal times. Staff organise the small outdoor area to its full potential enabling children to explore outdoors, learn about their environment and take part in specific activities to develop their physical skills. For example, children make mud pies, water the flowers and vegetable plants that they have grown from seed and balance and ride on a two-wheeled bicycle.

Staff help children to learn how to keep safe. For example, children learn to use scissors and tools safely and practise the fire evacuation procedure regularly. Staff organise visits from the fire, ambulance and police services to further develop the children's knowledge.

Children's behaviour is good. Staff are positive role models, praising children regularly and

encouraging good manners. Children take turns and are helpful towards each other. For example, they include their friends by making a space so they can sit next to each other.

Children and staff sit together at snack times and lunch. Staff promote children's social skills as they encourage the children to chat with each other. Children are encouraged to be independent, spreading butter on their crackers or pouring out their own drinks. Meal times are unrushed, giving children time to chat and eat at their own pace.

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

The staff team demonstrates 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. All staff complete relevant checks to ensure they are suitable to work with children. Any visitors to the nursery are greeted by staff and, before being allowed in, their identification is checked. In addition, the owners have attended safeguarding training to develop their knowledge. Staff complete regular checks to ensure the premises and resources are suitable and safe for the children to use.

Staff work closely with parents to help children settle into nursery life. The designated special needs co-ordinator has formed good partnerships with other professionals. Staff have developed good links with the local children's centre and support services to effectively provide a consistent approach to meeting children's individual needs.

The owners have worked hard to develop their ways of communicating with parents. In addition to the nursery's website, parents receive regular information in various forms. For example, staff hold discussions with parents when children are collected and they complete daily diaries and share learning journals. Information about themes, the current story and planned activities is recorded on the whiteboard. The nursery has recently introduced 'story sacks' for children and parents to share together at home. The owners demonstrate they are passionate and committed to making continuous improvements to the quality of care and learning. They evaluate activities and act upon all recommendations made by the local authority. They have gained useful knowledge through attending support groups and talking to other professionals. Staff include the views of parents and children in their evaluations and identify realistic areas for improvement that will have an impact on the children attending. For example, they are intending to develop the outdoor area to include a 'forest school' area. The owners have made various improvements to the nursery since registration. These include developing links with other early years providers involved in the children's care and fostering links with local schools to help children move on successfully to the next stage in their learning.

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	EY454806
Local authority	Cornwall
Inspection number	892674
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	20
Number of children on roll	13
Name of provider	Cooper Trees Nursery Limited
Date of previous inspection	not applicable
Telephone number	01752 846380

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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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