

The Coach House Day Nursery and Pre-School

Chibdens, South Gorley, Fordingbridge, Hampshire, SP6 2PP

Inspection date	28/05/2013
Previous inspection date	19/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children learning English as an additional language are very well supported and their parents spend time at the nursery teaching all children songs and rhymes in their home language.
- The indoor and outdoor areas are both used equally well to support children's learning and development in both environments.
- Children are extremely happy and settled and show high levels of enthusiasm as they confidently join in activities.
- Staff join in children's play and make good use of open-ended questioning to challenge children's thinking.

It is not yet outstanding because

- Children enjoy viewing photographs of children that attend the nursery, however there are no photographs of their extended families and pets to share with their friends.
- All areas of the nursery are well resourced, however the organisation of resources in the baby unit does not promote independence and choice.

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.

Inspection activities

- The inspector observed children taking part in activities indoors, outside and during meal times and care routines.
- The inspector had discussions with the provider and members of staff at appropriate times.
- The inspector spoke to several parents to gain their views.
- The inspector looked at children's records and samples of other documentation and policies.

Inspector

Maria Lumley

Full Report

Information about the setting

The Coach House Day Nursery is privately owned. It opened in 2004 and operates from a purpose built premises which consist of four playrooms and associated facilities. The children have access to enclosed outside play areas. The nursery is located within the New Forest National Park between the towns of Ringwood and Fordingbridge, Hampshire. The nursery is registered on the Early Years Register. The nursery accepts government funding for nursery education for children aged two, three and four years. Staff support children learning English as an additional language. There are currently 72 children on roll. The nursery is open each weekday from 8am until 6pm, for 51 weeks of the year and children attend for a variety of sessions. There are 11 members of staff including the owner who works directly with the children. Of these, the manager holds a childcare qualification at level 4 and nine staff hold National Vocational Qualifications at level 3 and one holds qualified teacher status.

What the setting needs to do to improve further

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

- develop further children's understanding of those people who are important to them, for example, by sharing photographs of children's families, friends, pets or favourite people

- improve the storage of resources to enable babies to make independent choices in their play.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements. They recognise how children learn through play and they implement planned and stimulating experiences based on individual children's interests. Consequently, children are making good progress in all seven areas of learning. Staff record observations of what the children are achieving and track their progress using national guidance documents. Staff refer to the areas of learning when assessing children's progress. This enables them to effectively plan for the next steps in each child's learning so that they continue to make good progress. Staff have developed effective systems for completing the two year progress check, involving parents in this process. The nursery staff also have systems in place to liaise with other childcare professionals when this is required, to promote continuity in

children's experiences.

Staff extend children's learning through skilful and sensitive use of questions. For example, by asking 'Can you tell me about...?.' and 'What will happen if...?'. Staff encourage children's thinking and provide them with space and time to explore their own learning independently. For example, children delight as they explore the movement of water. They splash in puddles, jumping up and down and flicking in with their fingers. They pour water into the sloping pipes suspended on the wall and watch with delight as it travels down and into the bucket at the end. Staff extend the activity by suggesting that children put resources into the water and see what happens. Children are eager to investigate and place bottle tops and cotton reels into the water. This leads to discussions about floating and sinking.

All children have opportunities to investigate using a range of media. The babies enjoy finger painting and use their hands to explore the texture of jelly as they hunt for bugs hidden inside. Older children paint pictures of their friends, ably manipulating brushes and adding detail to their pictures. A child makes a curved mark on their painting and proudly says, 'It's a mouth, a big smile'. Some children form letters and 'write' their names on their work.

Throughout the nursery children enjoy singing and story times. Babies make good use of the book basket and frequently select books, turn the card pages and excitedly point out colourful images. Staff support them well, naming simple words such as 'tree' that they attempt to repeat. Babies squeal with delight as staff sing familiar songs, they move their arms around as 'Wheels on the bus' is sung. Older children enjoy spending time in the cosy book area where they 'read' books to their friends and dolls. Children who learn English as an additional language are very well supported by staff. Labelling around the rooms is in English, Danish, French and Spanish. Staff are familiar with key words and phrases in children's home language. Songs are sung in various languages, recorded and played back to the children for them to listen to. This helps children feel valued.

Babies enjoy using colourful construction blocks. They bang them together and explore the sounds that are made. Staff support them in placing the blocks inside each other and stacking them. Staff count 1,2,3 as the tower is built, introducing early counting. Older children explore weight and measure as they use rice and pasta. They use cups and spoons to transfer the media from one container to another. Children investigate which is fullest and which is heaviest, meaning they develop good mathematical awareness.

Children take part in fund raising activities such as sponsored walks and making and selling apple juice. Representatives from the local hospital visit the children at the nursery and tell them how the money helps children who are sick. This helps children to understand about the needs of those less fortunate than themselves.

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

Children are happy and settled. They enter the nursery with enthusiasm and soon find special friends, share news and engage in play. Babies have close bonds with staff and show confidence and trust as they reach up for cuddles. Staff are sensitive to their changing needs and respond to signs that they are becoming tired or hungry or, indicating that they want to play outside. Children become independent from an early age. Babies feed themselves finger foods, toddlers attempt to put on their socks and older children put on and do up their waterproof clothing. This prepares children for the next stage in their learning or the move to school.

Children are well behaved. They learn about being kind and sharing through daily routines. For example, they automatically turn the sand timer when they start using the computer to enable equal time for all. Staff are enthusiastic and supportive of children's efforts saying, 'Well done' and 'That's clever'. This boosts the children's self-esteem and confidence. The use of stickers in recognition of good behaviour is effective. Children proudly show these to their parents when they come to collect them. Children take great delight and smile as they recognise children they know in the photograph displays. They compare each others hair colour as they play at being hairdressers, saying, 'My hair is blonde, your hair is brown'. Children go on to talk about their pets and a child comments that their dog has white hair. However, there are not photographs of their family members and pets to share with friends to develop their understanding of each other's home lives.

All children have very good opportunities to be physically active which contributes to a healthy lifestyle. Staff support babies to be mobile by placing enticing objects out of reach and coaxing them to move towards them. Newly mobile babies pull themselves up and move around, exploring their environment. The outdoor areas provide a wealth of learning opportunities. Children dress warmly and delight as they play in the rain. They balance on beams, climb on large play equipment, dig in sand and run in large open spaces. Children learn about healthy eating as they are involved in planting, tending and harvesting the produce in the vegetable garden. They wash, peel and eat the produce. The nursery chef is committed to providing all children with healthy, nutritious meals. These are cooked using fresh ingredients. Children enjoy baked fish and vegetables. They eagerly squeezed the lemons over their fish. All children have access to drinks. Staff offer babies and toddlers their beakers every ten minutes to prevent them from becoming thirsty, a timer is set to make sure that they do not miss this. Older children help themselves to water from the drink station and enjoy drinks with their meals. A dentist visits the nursery and teaches children about dental hygiene. They brush their teeth after lunch, a child smiles and says, 'Look, all clean now'. There are appropriate nappy changing procedures in place to keep children clean and comfortable.

Visits from the police and fire officers raise children's awareness of road safety, stranger dangers and fires. Children take part in regular evacuation procedures so they are familiar with how to behave in an emergency. They are gently reminded to walk indoors to avoid falls. Children independently access a wide range of indoor and outdoor resources. Most are organised at low-level to support independence and choice. However, some baby resources are stored in boxes on units and babies cannot see what is inside them. Consequently, babies rarely access these, they play with the resources that staff have selected for them. Although these support children's interests they do not give babies the

opportunities to make free choices.

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

The manager has high expectations and sets high standards, which the nursery staff embeds across all areas of their practice. All staff fully contribute to an ongoing evaluation of the effectiveness of the nursery. Staff make changes when they identify areas for development to improve outcomes for children. For example, they recently reviewed the procedures for children brushing their teeth to avoid congestion at sinks. This has improved outcomes for children as the task is no longer rushed or overcrowded. The valued suggestions and support from parents further enhance this process. Staff performance is monitored formally through appraisals and informally through observation of practice and through discussion. Staff meetings and supervision are organised as a means of tracking the progress children are making. Staff work effectively together as a team and are well supported in their roles by the manager who support staff's professional development and make good use of supervision meetings to identify training needs. This has a positive impact on staff performance and the quality of practice.

Children strongly benefit from a high ratio of staff to children and good continuity of care through the good staffing arrangements. This also allows children to move safely and freely in areas of their choice in the spacious rooms and outside play area. The effective use of bank staff over the busy lunchtime period ensures that ratios are maintained throughout the day. All staff are very clear on their responsibility to keep children safe. They demonstrate secure knowledge and are confident to implement the nursery's effective safeguarding policy. The manager is the designated safeguarding officer for the nursery and is trained and knowledgeable about child protection. Risk assessments are completed for the premises and for all outings, to help monitor and support children's safety. Staff are clear on the requirement for them to maintain accurate record of accidents and to share these with parents. All staff have completed first aid training and a first aid kit is kept fully stocked and accessible.

Staff work and communicate well with parents. They fully consult with them on their children's development. Parents meet with staff to discuss their children's achievements and to contribute to planning the next steps in their children's learning. Parents are supportive and speak highly of the nursery. They say the nursery is 'amazing and very well run' and that their children are very happy. Parents take an active role in the nursery and many spend time at the setting sharing their experiences with the children. For example, parents run a Danish group and read stories and sing songs to children in Danish. Parents share their culture with the children, helping them become aware of the wider world.

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	EY295826
Local authority	Hampshire
Inspection number	919235
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	72
Name of provider	The Coach House Day Nursery Ltd
Date of previous inspection	19/11/2008
Telephone number	01425 657 711

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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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