

Coigne Nursery

Minchinhampton Youth Centre, Tobacconist Road, Minchinhampton, Stroud, Gloucestershire, GL6 9JJ

Inspection date

07/11/2013

Previous inspection date

04/04/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Children's welfare is not promoted sufficiently because the provider has not ensured all adults that work with children or work on the premises have undergone suitability checks. In addition, the premises are not secure and this means members of the public can enter the nursery unnoticed.
- Activities are very child-initiated and staff do not focus on supporting children's individual learning needs or interact sufficiently with them in order to challenge and extend their learning, particularly their communication and language.
- The key person system is not fully effective in helping new and young children settle and feel emotionally secure. In addition, the organisation of the premises, daily routines, grouping of children, and staff deployment does not meet the needs of the children.
- The nursery does not meet the qualification requirements for staff and there are no robust systems in place for self-evaluation, supervision and monitoring staff practice to promote high quality teaching and identify key areas for improvement.

It has the following strengths

- Many children are confident, form friendships with other children and play well together.
- Staff form positive partnerships with parents so that information is shared about how children are progressing and how parents can support children's learning at home.

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 observed the children at play in the playroom, hall, outdoor area and accompanied them and the staff on a walk to the field.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector had meeting with the manager and two committee members.
- The inspector sampled a range of documentation including staff suitability checks, policies, children's individual education plans and children's learning journals.

Inspector

Charlotte Jenkin

Full report

Information about the setting

Coigne Playgroup opened in 1996 and registered with Ofsted in 2001. It operates from three rooms in the youth club building in the village of Minchinhampton, Gloucestershire. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday, Tuesday and Thursday from 9am to 2.45 pm and on Fridays from 9am until 12pm term time only. There is an enclosed area for outside play. There are currently 38 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged three and four years. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities. The nursery employs six part-time staff and four work at each session. Three staff including the manager hold an appropriate early years qualification and three are working towards a qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure effective systems are in place to ensure that practitioners, and other people working on the premises, are suitable
- make sure that people whose suitability has not been checked, including through a Disclosure and Barring Service check, do not have unsupervised access with children
- make sure the premises are secure so that members of the public cannot enter unnoticed and children cannot leave unsupervised
- improve the key person system so that children are helped to become familiar with the setting and have a settled relationship with a special adult who knows them well, particularly new and young children
- improve staff's knowledge of the learning and development requirements so they implement planned, purposeful play through a balance of adult-led and child-initiated activities that are based on children's individual needs and challenge them to progress to the next steps in their learning in all areas, particularly communication and language development
- review the organisation of the premises, activities and equipment so that they are organised in a way that meets the needs of the children and promotes their learning, development and well-being
- ensure staff are deployed effectively to meet the required adult to child ratios, the needs of the children and ensure their safety, particularly during snack time and outdoor play
- ensure that at least half of all other staff hold at least a full and relevant level 2 qualification
- put in place effective staff supervision that identifies training and development needs, monitors consistency of staff practice, promotes ongoing evaluation of practice and identifies areas for continuous improvement

Inspection judgements

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

Staff do not adequately promote children's learning and development as the quality of teaching is weak. Activities are mainly child-initiated and adults lack knowledge of how to support children's self-chosen play to challenge and extend their learning. Consequently, although children play happily together, staff do not focus on helping children progress further according to their individual learning needs. When a group of children play with the train tracks, staff sit with them and record observations on a clipboard. Although they talk to the children about what they are doing, they do not seize opportunities to extend children's learning or encourage their thinking. For example, when a child states he wants to find a 'heavy goods train', there is no conversation about what this may look like, where it may be or what could be used to make one. As a result, the child picks up a station, staff comment that they 'really love it' and children continue pushing the trains around the tracks with little purpose.

Staff make regular observations of children at play and create learning journals for them to keep. They also carry out the progress check on children who are aged two years, and share this with parents as required. These demonstrate that children are making some progress in their personal, social and emotional, communication and language, and physical development. However, although planning is linked to children's interests, it does not focus on supporting children's individual next steps in learning. This means that staff put out activities they know the children will enjoy but do not think about how they will promote individual learning needs through these activities. In addition, the organisation of children does not meet their individual needs or promote a positive attitude towards learning. For example, at the beginning of the day the children spend time in the small group room and it becomes crowded and noisy. Those children who are younger and new to the nursery find this upsetting and this means they are unable to settle down to their play.

The routines of the nursery and staff deployment also mean that children's play is often interrupted. When it is time to go to the hall for 'welcome time', children are told to stop what they are doing, which means children are not able to pursue their activities to their satisfaction. Furthermore, when children begin to play in the hall, groups of children are called back to the small room for snack time. Also, because the premises are not secure, children have to be escorted between the small room and the hall, as well as to the toilet, which again interrupts children's play. It means staff are continually taken away from playing with the children and also means that a member of staff is away from the group for the whole of the morning session organising snack time. This leaves fewer staff to support children's play and interact with them fully to extend and challenge their learning, particularly their communication and language. Staff liaise with outside professionals to gain advice on how to support children with additional needs. They implement some one to one activities for these children to suitably promote their learning and monitor their progress. However, staff are not always confident in promoting these specific targets during spontaneous play, such as supporting children's communication and language further.

Children have opportunities to explore colour and texture as they make paintings and prints of poppies for Remembrance Day. Children are able to use the black and red paints and represent their own creation of the poppy. However, when children request other colour paints, staff tell them that they cannot have 'blue' paint today. This reduces opportunities for children to extend their creativity further. In addition, staff write the children's names on their art work for them, rather than encouraging them to try for themselves, missing opportunities to promote children's early writing skills. Nonetheless, children develop an interest in books as they independently go to the book area, select books and sit and look at them. Children are able to show their favourite books and know what they are about by pointing to the picture on the cover and saying, for example, 'A digger'. When children request a favourite story, staff sit and read with them, repeat words back to them correctly to help children's vocabulary and pronunciation. However, staff often miss opportunities to encourage children's conversation and language skills. For example, during snack time, staff tell the children what fruits are on the plate, rather than asking children if they know what they are themselves. There is no conversation about why fruit is good for our bodies, to encourage children's language development further and their awareness of healthy eating. Staff do not encourage children's mathematical skills by encouraging them to solve simple problems, such as by taking two pieces of apple, one piece of orange and two pieces of banana. As a result, some children fill up their plate with food leaving little for the rest of the group to eat.

Children enjoy joining in singing sessions and group time where they explore the musical instruments. Children are beginning to develop their listening skills as they bang or shake the instruments 'loudly' or 'quietly'. However, at times children become bored and disinterested and decide to do headstands instead. This does not fully support children in gaining a positive attitude towards their learning or prepare them for school.

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

The key person system is not well embedded and this means not all children form secure attachments with a special adult or are helped to settle in the nursery. For example, when new children are settling in their key person is deployed elsewhere for the whole session, even though they need one to one support to help them feel secure in their new environment. This means that some children are upset and reluctant to join in with activities, which does not promote their emotional well-being. Nonetheless, key persons know their key children's care routines and needs and cater for these. This is because they gain information from parents when children first attend, such as their toileting abilities, favourite toys and dietary requirements. This means some of children's basic care needs are met appropriately.

Overall, children are helped to develop a positive attitude towards a healthy lifestyle. They enjoy engaging in physical activity indoors where they climb the slide and push wheeled toys, such as buggies around. Outside children enjoy running around and holding and moving the parachute, trying to keep the ball on the top of it. Children have fruit for snack and this helps them to make healthy choices with regard to eating, although they are not

always encouraged to talk about why these foods are good for them. Children learn appropriate hand washing routines as the staff escort them to wash their hands prior to eating.

Most children are happy and settled in the group. They enjoy playing together and are developing friendships with their peers. For example, children play shops together, sit and draw outside and share the train set. Children learn to behave well as staff are positive role models. They usually praise children for their acts of kindness and this helps children learn to respect one another. For example, during snack time a child holds the pot of dip so another child can spoon it out onto his plate. Staff tell the child how kind and helpful that is and this raises children's self-esteem.

Children are beginning to learn how to keep themselves safe, such as when going out for walks in their local environment. They wear high visibility jackets and hold on to a rope, becoming aware of the need to adhere to the rules to stay safe. Indoors children are able to take small risks as they climb the slide and go down it in various ways. Outdoors staff are not deployed effectively to meet the children's needs and promote their safety. There are usually three members of staff outside with the children; however, because some of these children are two years old the ratio requirements are not met. This has an impact on children's safety and learning because at regular intervals one member of staff has to take a child to the toilet indoors. This often leaves two members of staff supervising the remaining children. In the event of an accident, as happened on the day of inspection, this does not ensure the well-being of the children. In addition, the weaknesses in safeguarding mean that children's safety and well-being cannot be assured.

The nursery has a wide range of resources and these are age appropriate. Staff set out an adequate range of toys and activities each day that they know the children enjoy and that they have been observed to have shown an interest in. However, staff do not make the best use of these resources to provide challenge for children to help them make the best progress in their learning. In addition, the premises are not organised well to meet the children's needs and promote a calm environment conducive to their learning. For example, the large hall has several activities set out including a slide, buggies, small world play and drawing on the floor. This means that children who are engaged in play that is more physical, roll buggies over paper that children are drawing on and tread on the chalks, as the different areas are not sectioned off. This creates a rather disorderly environment that hinders children's learning. Therefore, children are not gaining the necessary skills they will need for the next stage in their learning.

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

Arrangements for safeguarding children are inadequate. The provider and manager do not demonstrate a sound knowledge of the safeguarding, and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The premises are not secure and this means that members of the public can enter the building unnoticed. In addition, although low-level gates prevent children from leaving the hall or

playroom, children could potentially open the gates or climb over them, push the front doors open and leave the building unsupervised. This is a breach of a legal requirement and puts children's safety at risk.

The provider does not have effective recruitment processes in place. They do not make sure that all adults working with the children have undergone suitability checks or that they are not left unsupervised with children until checks have been instigated or returned. The provider has also used suitability checks from previous employers, without initiating their own checks, which does not demonstrate robust safeguarding and recruitment practices. Furthermore, the provider is unsure whether adults that work on the premises and have access during the hours that childcare is taking place, have undergone suitability checks. The provider has recently recruited new staff due to an increase in the numbers of children attending. However, the current staff team do not meet the qualification requirements as half the staff, excluding the manager, do not hold appropriate qualifications. This has an impact on the quality of teaching and learning. These are breaches of legal requirements that are detrimental to children's welfare and learning. This means that some associated requirements of the Childcare Register are also not met.

The staff and manager have an appropriate understanding of child protection issues. They all undergo safeguarding children training and are knowledgeable about the signs that may indicate a child is at risk of harm. They are aware of and have access to the procedures to follow should they have concerns about a child in their care.

The manager oversees the educational programmes and staff's observations of children's learning. She has made changes to the routines and taken the advice of the early years advisor in implementing changes to the organisation of routines and premises. However, she has not sufficiently evaluated the success of these changes and the impact these have had on staff deployment and, consequently, children's learning. Therefore, staff do not consistently interact with and support children to extend their learning during the almost entirely child-initiated play during the session.

The manager and staff meet regularly to discuss children's progress and plan the activities and resources they will put out, based on what they have observed children are interested in. Staff attend regular training, such as 'Sounds and letters' and are keen to implement what they have learnt, such as in the pre-school session. However, there is no effective supervision system in place for the manager to monitor staff practice and to discuss identified areas for future training and development needs. This results in inconsistencies in staff practices, especially in the quality of interactions with the children. Self-evaluation is ongoing and includes the views of staff and parents. The manager has made some improvements to the nursery, such as strengthening links with other settings and using the hall for more varied activities. However, evaluation has not sufficiently evaluated the impact of these on the children or identified key weaknesses in safeguarding children.

Staff have established positive partnerships with parents. Parents spoken to state they are very happy with the nursery. They state their children love coming and have grown in confidence. Parents say they know who their children's key person is and that they have regular communication with them about their child's progress. Parents feel informed about the activities their children take part in and this enables them to talk to their child about

what they have been doing in the nursery at home. This contributes to parents supporting their children's learning at home. Parents also state they have regular opportunities to see their children's developmental records and discuss their progress. The nursery staff have established suitable links with the feeder school that children will move on to. For example, children visit the school for Christmas concerts. This helps ease the move from nursery to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- put in place effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register)
- put in place effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | 101566 |
| Local authority | Gloucestershire |
| Inspection number | 813199 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 24 |
| Number of children on roll | 38 |
| Name of provider | Coigne Playgroup Committee |
| Date of previous inspection | 04/04/2011 |
| Telephone number | 07976 57 00 81 |

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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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