

Coach House Nursery

49 Nore Road, Portishead, BRISTOL, BS20 6JY

Inspection date	17/12/2013
Previous inspection date	16/09/2010

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		1
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 form very strong bonds with their key persons and their buddies, who are highly attentive to their well-being.
- The staff effectively support children in learning through play by providing high quality, stimulating resources that they base on children's interests to enhance their enthusiasm.
- Adults actively support children to feel confident in negotiating with others and in making decisions, including which play area they wish to use and the activity in which they will engage.
- The management has a clear vision to enhance the provision and to encourage staff through supervision and professional development. Staff work well together in their teams to support many aspects of children's learning.

It is not yet outstanding because

- Children do not always benefit from being given ample time to respond to questions and join in adult-led activities to maximise their learning.

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 activities in the four play units and the outside learning environment.
- The inspector had discussions with the owner, management, staff, children and parents.
- The inspector undertook a joint observation with the manager in the pre-school unit.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plans, children's records, planning, safeguarding procedures, policies and the analysis of a parents' survey.

Inspector
Angela Cole

Full report

Information about the setting

Coach House Nursery re-registered in 2010, having previously been registered since 2004. It is one of five nurseries owned by the registered individual and operates from two adjacent converted two-storey premises in Portishead, North Somerset. Children use two enclosed outside areas for their play. The nursery is registered on the Early Years Register and opens each weekday from 7.45am to 6.15pm all year round. There are 152 children on roll in the early years age range. The nursery currently supports a small number of children with special educational needs and/or disabilities and children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 29 members of staff working with the children. Of these, 23 staff hold appropriate early years childcare qualifications. There is one member of staff working towards a qualification and three are gaining qualifications in leadership and management. Two members of staff hold early years professional status, including the manager.

What the setting needs to do to improve further

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

- extend children's learning through improving teaching techniques, for example by giving children time to think and join in adult-led activities.

Inspection judgements

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

Staff know babies and children well and their knowledge of how to promote children's learning and development is secure. Staff establish children's starting points by gathering information from new parents and through systematic, early observations. Key persons prepare focused termly plans to support what every child needs to learn next in each area of learning. Daily planning is consistent throughout the nursery as staff base this securely on every child's individual needs and interests. Parents have plentiful opportunities and receive good encouragement to contribute to children's assessment, including adding their comments on the required progress checks for two-year-old children. Staff skilfully analyse their observations to note children's achievements and their need for further support. Babies have very good support to achieve, for example in their personal, social and emotional development. All children successfully extend their communication and language skills through the constant attention and conversation of attentive staff, including those learning English as an additional language. Staff strongly support and encourage babies to extend their movement skills, while older children enjoy challenges to develop physically using stimulating large and small equipment.

Babies and children are keen to play and have fun at the nursery where they make good progress in all areas of their learning and development. Staff demonstrate a good understanding of when and when not to get involved. As a result, children develop their own learning through play and increasingly make their own decisions about their activities. For example, babies concentrate well to explore different coloured shakers with enthusiastic staff members, while two-year-olds become engrossed in exploring for themselves the sounds of different instruments. Children in the pre-school talk about their preparations for Christmas and staff enhance this interest by making available a wide range of appropriate materials. As a result, children show fascination with tree decorations, such as stars, and sing Christmas songs as they tell stories using puppets. Such a supportive approach helps children to recreate real experiences through their play. Children benefit from learning through their senses and enjoy many 'messy' activities. For example, staff hold young babies so they can experience trickling water, while toddlers and older children experiment while sitting in large sandpits. This type of play enables babies and children to learn to explore and experiment successfully with different materials.

Staff effectively foster children's communication and language skills. Adults caring for babies recognise the ways in which individual children communicate and respond warmly to them. During free play staff attend closely to individuals and small groups of children, including those wishing to role play in 'home' or 'shop/cafe' areas. Staff ask children interesting questions and this approach, overall, encourages children to develop their own ideas and understanding. However, some staff do not always give children time to think and respond through actions and/or words to maximise their involvement and learning. For example, some staff answer their own questions and adults do not always plan song times to enable children to participate fully. From a young age, children learn about letters and sounds in many routine and play activities, including in discussion about their names. Staff display words and signs in children's home languages to value and promote their different backgrounds. Throughout the nursery, staff encourage babies' and children's interest in books effectively, discussing the pictures and stories. Children cuddle up closely to share these special times, for example when fascinated with a travel guide. Staff provide children with ample opportunities to learn about the world, including by growing seeds and learning how to handle visiting animals, such as 'mini beasts'.

Staff offer robust support to help children prepare for their moves between the nursery rooms. In each unit, staff provide a good range of activities and support children to make choices to build their skills for independent learning. Staff strongly encourage babies and children to develop good learning and social skills, such as decision making and consideration for each other. As a result, staff support children from a young age so that they are well prepared when they eventually move on to full-time education.

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

Children achieve exceptional physical and emotional development, including babies and young children. They form very strong bonds with their key persons and the buddies who are always highly attentive to their well-being. Staff are extensively skilled and sensitive in

helping children form secure emotional attachments, and provide a very strong base for their developing independence and exploration. The staff offer constant individual encouragement to babies, toddlers and young children. When outdoors, babies and children of different ages play alongside each other and older ones show concern for others. Pre-school children demonstrate highly developed negotiating skills. They learn to organise their own sharing and use a sand-timer, for example, to take turns to role play with favourite puppets. Children gain excellent confidence in varied, social situations, including through weekly sessions with a wide range of members of the local community. Children in each unit look forward to these sessions to enhance their sensory experiences or skills in dance, music, singing and using another language.

Staff consistently give the highest priority to the safety of children and most effectively support their growing understanding of how to keep themselves safe and healthy. Children are developing an excellent understanding of how to manage risks and challenges relative to their age. Mobile children negotiate indoor staircases several times a day. Outdoors, they have wide spaces on the different levels of the gardens to run around and those under three years confidently climb on low-level equipment by themselves. Staff invite older children to take part in risk assessment, including how they will keep safe on wooden steps in wet weather. Pre-school children revel in their 'Forest School' type activities, for example as they collect leaves for craft activities. The nursery provides an exceptional and continuously developing environment. This is highly stimulating with an abundance of baby- and child-accessible resources that promote learning through challenging children both in and out of doors.

From a young age, babies and children demonstrate an excellent understanding about the importance of a healthy lifestyle. Babies spend long periods being active in the garden with staff helping them to develop their crawling and walking skills. Mobile children decide whether they will play in or outside and choose to spend much time outdoors in the fresh air. Under close supervision, they explore exciting sensory areas and thrive as they enjoy challenges to climb and balance. Toddlers receive strong encouragement to wash after nappy changing and older children gain an excellent understanding about their personal hygiene, knowing when and why they practise this. Children eat very healthily from a varied menu and those over two years old choose additional foods from the fruit and salad bars. From a young age, they decide on the quantities they require; children under three years accept generous portions and second helpings, while pre-school children serve themselves. Children hugely enjoy cookery sessions that they initiate and eagerly help to grow an extensive range of fruit and vegetables for their meals. This means that children learn very effectively about a healthy diet.

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

The management and staff work well together and all play their part in effectively meeting the safeguarding and welfare requirements. All staff receive training so they have a strong understanding of child protection issues and how to help keep children safe. The manager and her deputy attend enhanced child protection courses that enable them to identify,

understand and respond to concerns about children. Staff review the safety of the secure premises through daily indoor and outdoor checks. They complete detailed risk assessment for the premises and before taking children on outings, including to a local coastal park to watch shipping and sea birds. The nursery effectively maintains an up-to-date record of staff suitability. The ample staff to child ratios enables adults to focus well on children so that they effectively promote safe practices. The management meets the needs of children robustly regarding suitable areas for their use and ratios against the space requirements for the premises. Staff are and feel well supported by the management and they have a good understanding of the policies and procedures to promote children's well-being.

The management works closely with staff to evaluate the nursery's provision and to reflect on ways to improve further. Staff value and act on advice from a local authority adviser and request visits from national consultants to enhance the nursery's audit of its provision for children. Using children's interests and parents' views, for example from surveys, management and staff accurately assess what they offer to children and their families. Management responded well to the previous inspection's recommendations so that children value cultural differences and benefit from accessible, stimulating technological and outdoor resources. Staff are robustly involved in working on significant areas for improvement. These include further staff development and encouraging parents, through technology, to contribute to children's records. Staff plan also to broaden older children's involvement in choosing and preparing salad foods and to maximise opportunities for children's physical development. The management gives good attention to employment procedures and staff's qualifications and professional development. Staff benefit from thorough induction and strong encouragement to improve their skills further. Senior staff monitor adults' interactions in each unit and all attend monthly meetings that include training to foster best practice. Regular supervision and annual appraisal effectively support staff development towards individual programmes of study. These have a good impact on children's learning, including on their decision making and development of early literacy.

The management has a good understanding of their responsibilities in meeting the Statutory Framework for the Early Years Foundation Stage. The manager and key persons monitor the planning and delivery of the educational programme closely so that all groups of children make good progress. This includes the youngest children and those who need long-term support to close gaps in their learning. Partnership working is strong. Many parents and carers appreciate the frequent, individualised communication about their children's achievements and progress. The plentiful information on the nursery walls, in newsletters and postings of policies and daily procedures, enables parents to be well informed about aspects of the nursery's organisation. Families receive invitations to social events and parenting sessions, including managing children's behaviour. Volunteers on the parent's partner team air their views to benefit children's learning and welfare. To link with shared providers, key persons create children's communication books and share termly updates about children's achievements and progress. Staff work particularly closely with other professionals, parents and carers to support children with special educational needs and/or disabilities. The nursery's coordinator and key persons follow detailed individual plans to offer good support to these children and their families.

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	EY408963
Local authority	North Somerset
Inspection number	944255
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	96
Number of children on roll	152
Name of provider	BBN Limited
Date of previous inspection	16/09/2010
Telephone number	01275 840 000

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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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