

# Coigne Nursery

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

## Inspection date

01/05/2014

Previous inspection date

07/11/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 progress well due to strong relationships with staff and their key person.
- Staff identify children's needs and interests and provide interesting and motivating activities to extend their learning and development.
- Staff have a good understanding of safeguarding policies and procedures and as a result safeguard the welfare of the children well.
- Staff promote successful partnerships with parents. There is good two-way information sharing that provides staff with useful information to help them meet children's individual care and learning needs. Parents receive good information about the provision, activities on offer and the progress of their children.

### It is not yet outstanding because

- Staff are not proactive in helping to develop children's understanding of how to carry or move equipment safely
- Staff occasionally rely on outside professionals to set individual targets for children's speech and language development, and do not make the most of their own skills to promote ongoing development while they await reports from speech and language specialists.

## **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 play activities inside and outside, that children took part in independently or with adult support. The inspector also observed a snack session.
- The inspector invited the manager to carry out a joint observation.
- The inspector spoke with parents, staff, committee members and children.
- The inspector examined a variety of documentation including policies, children's records and planning.
- The inspector observed group times and adult focused activities throughout the day.

**Inspector**  
Sarah Waite

## Full report

### Information about the setting

Coigne Nursery 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 36 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. Four staff including the manager hold an appropriate early years qualification and two are working towards a qualification.

### What the setting needs to do to improve further

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

- offer opportunities to develop children's understanding of how to move equipment safely
- set clear targets for children with speech and language difficulties to ensure their progression while waiting for input from speech and language therapists.

### Inspection judgements

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

Staff make effective evaluation of children's needs and interests and regularly evaluate the provision of activities and resources. This helps to ensure that educational programmes are effective in helping children to progress well in their learning and development. Small groups or one-to-one activities are planned by key persons to ensure that children are meeting their identified next steps for learning. For example, a child purposefully collects early writing equipment, scissors and creative materials to change a box into a police car that he is working on with his key person. He has decided upon his own project linked to the current topic, 'People who help us'. The child asks his key person to take a picture of a police car from the number line so that he can copy it. He spends time creating his police car supported as needed to extend his understanding through this creative task. His key person has identified a need for him to develop his early writing skills and she supports this as he works on his project. As a result of well-targeted support from staff children make good progress from their individual starting points.

Children are interested and engaged in topics covered by the nursery because they are involved in deciding what topic to do. For example, children decided they wanted to prepare a mothers' day party. Staff develop children's learning effectively through these topical discussions. For example, they talk about a planned visit from the police, showing interest in what they might wear or talk about. During the police visit children sit engaged and interested, supported by staff to take part in discussions. They are encouraged to ask questions and respond to their visitors. Some children later take part in a group discussion about police equipment. As a result children are eager and motivated to learn.

Children with additional speech and language needs are supported throughout the general provision by all staff and through specially designed small group activities. Staff wait for speech and language therapist reports to develop goals for children to work towards. This sometimes means that staff are not as proactive as they could be in identifying interim ways to promote children's language development. In small groups children are encouraged to talk and develop confidence in speaking to others. The children are split into two groups based on ability and age. This helps staff to provide each child with the support they need to develop their communication and language skills. In this way children learn new vocabulary. Staff are aware of their key children's needs and support children through modelling the correct language and working alongside them during play to develop children's ability to speak and interact with others. Children make good progress at the nursery and parents are provided with regular summative reports showing their progress. These provide parents with a reasonably good picture of where their children are in their learning.

Older children attend a specific session each week designed to offer more challenge and children progress well as a result. In addition, such sessions help prepare children well for their move to school. For example, they learn to write their names, to change their clothes independently and to plan their own learning. This results in children who are motivated to learn. Younger children form good bonds with their key person. This helps them to settle, develop independence and learn to interact with other children and to try new activities. For example, a key person supports a young child outdoors as they dig and move grass from one location to another. They gain confidence to interact with other children, exploring the provision from the secure base of their key person and returns to her for support throughout the day. As a result, children develop well due to having a secure emotional relationship with staff.

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

Staff develop secure attachments with children. They know the children and their individual needs well. Children who are new to the nursery and initially upset when being dropped off are soon distracted by their key person and engaged in the activities on offer. Young children clearly gravitate to their key person, exploring the provision with regular visits back to their secure adult base. Staff support younger children in their play to help them interact with others. For example, a child plays with a garage supported by their key person. The staff member uses discussion and engages another child in their play activity to further support the child's developing social skills. After a while the child is left to

continue their play independently but does visit their key person regularly throughout the remainder of the play session.

Children are supported to develop the ability to keep themselves safe. When going up and down stairs they are reminded to hold on but are allowed to go up and down independently. Physical development is supported through the provision of a slide. Children learn to develop their own physical skills independently and as a result learn to use this piece of equipment safely. However, staff are not proactive in reminding children how to carry scissors and move equipment safely.

Staff sensitively support children as they are engaged in their play and they are deployed well. For example, children play with balls, rolling them to each other across the room. A staff member expands this game to encourage children to roll the balls down a slope made by other children as they hold up one end of a thick shiny material. The children delight as they explore the new way in which balls move along the material. Good behaviour is consistently promoted. Children running around during tidy-up time are re-directed by a staff member to help as part of a group to move play mats to a cupboard. The children work together, each grasping a side of the mat to complete their task successfully. Children who need additional support to manage their behaviour are well known to staff and the nursery's special educational needs coordinator. Staff work with parents to identify reasons for behaviours that can be addressed. Support given to children to develop positive behaviour results in children being able to progress well while at the nursery.

Staff support children's move to school through the introduction of a special pre-school session one morning a week for older children. Activities are planned on a weekly basis around children's interests demonstrated during the week. For example following Mothers' Day activities during the week, the pre-school children decided to plan a party for their mothers. Children considered party food and decorations and spent time making cakes ready for their parents to arrive. Parents are well informed of activities that their children take part in. They can see information about activities in the nursery's review folder and in their children's learning files. The manager has developed good links with the local primary school and these morning sessions offer regular times for staff to take children to school to visit their new teacher and classroom.

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

The manager of the nursery has a good, clear understanding of the learning and development requirements of the Early Years Foundation Stage and ensures that these are successfully covered by the planned educational programmes. There is a review process in place that all staff complete during every session on activities provided for the children. This ensures that areas of the provision that are not being used by the children can be adapted or changed daily. This results in the provision meeting children's interests and needs. Such reviews also enable staff to identify areas where learning can be extended for children who have demonstrated a particular interest or learning need.

The manager monitors children's progress weekly through activities and small groups that each key person has planned. Children who have not been identified with a next step for future learning, through either process, are easily identifiable by the manager. She can then follow this up to make sure that each child's learning receives sufficient attention.

Recruitment at the nursery is robust. The committee member responsible for staff employment has completed safer recruitment training and has updated recruitment paperwork. All staff are suitably vetted and qualification and ratio requirements are met. Staff complete an induction process before they start working at the nursery and this process continues during their first few days in session. This induction process ensures staff are fully aware of policies and procedures, especially around safeguarding children. The safeguarding policies are regularly reviewed and include information on whistleblowing, use of cameras and mobile phones. Staff and committee are aware of the procedure to follow in the event of a safeguarding concern. Staff take part in regular supervision and appraisal meetings. The manager is appraised annually and has regular meetings with the committee to discuss issues, such as, staffing, equipment and training. Staff who are training are supported well in their professional development by the manager.

The nursery has made significant improvements since the last inspection. Security measures are now good and staff are vigilant in their supervision of the children. Risk assessment is thorough and helps to ensure children play in a safe play environment. The committee and manager take into account the views of others in order to review and improve the provision. The manager works with an advisory teacher to develop planning. Parents complete annual questionnaires so that their views can be gathered and used in the self-assessment of the nursery. The manager works closely with families and other support agencies involved in children's care. The nursery's special educational needs coordinator also works in conjunction with the manager to ensure that children engaged with other professionals are progressing well.

Parents are well informed of their children's progress and are very positive about their children's experiences at the nursery. Key persons hold meetings with parents termly to discuss children's progress and to share summative reports on children's development. Children new to the nursery are supported through a home-to-nursery book. Parents are made aware of children's daily activities and settling-in progress to ensure they are fully informed about their child's first few weeks at the nursery. Staff are also available at the end of a session for parents to talk to. In addition, regular newsletters and information about the pre-school session activities are provided. As a result there are effective relationships with parents, who feel supported and well informed of their child's progress by their key person and the manager.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	101566
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	963142
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Coigne Playgroup Committee
<b>Date of previous inspection</b>	07/11/2013
<b>Telephone number</b>	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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