

Coton Green Pre-School Nursery

Staffordshire County Council, Cotton Green Cp School, Kipling Rise, TAMWORTH, Staffordshire, B79 8LX

Inspection date	09/06/2014
Previous inspection date	08/12/2008

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

- Teaching is good because the manager and staff are committed to providing a stimulating environment, with well qualified staff that provide an interesting and challenging range of activities for children, supporting their good progress.
- Children are safe in the nursery because it has very good systems of assessing risk, checking staff suitability and implements clear policies on safeguarding children.
- Well-established routines with caring and knowledgeable staff ensure children are happy and well behaved. Children confidently engage in activities that they choose for themselves and those that are led by adults.
- Good relationships and regular communication with parents enables comprehensive sharing of information about their children's learning, benefitting children as learning is supported at home.

It is not yet outstanding because

- There is scope for staff to extend their questioning skills, by asking more open-ended questions to further challenge and extend children's creative and critical thinking, and help raise their attainment to the highest level.
- Children's ability to read familiar words and recognise numbers is not fully enhanced in a variety of ways, such as providing more interactive displays.

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 activities, children and staff interactions throughout the session.
- The inspector sampled a range of documentation, and checked suitability of staff and the qualifications of staff working with children.
- The inspector observed snack time, lunch time and their routine for tidying away.
- The inspector looked at planning and children's assessment records.
- The inspector spoke to parents, gaining feedback and their opinions of the service provided.

Inspector

Dawn Robinson

Full report

Information about the setting

Coton Green Pre-School Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile classroom unit within a local primary school in Tamworth, Staffordshire. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications. This includes one at level 4 and eight at level 3. One member of staff holds Early Years Professional status. The nursery opens Monday to Friday, 9am until 3.30pm, term time only. Children attend for a variety of sessions. There are currently 47 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase opportunities for staff to further develop their use of open-ended questions, for example, through peer to peer observations and by providing more challenging activities, in order to support children to be creative and solve problems to help raise their attainment to the highest level
- enhance children's developing recognition of familiar letters, words and numbers, for example, by providing more child-level interactive displays, such as a number washing line.

Inspection judgements

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

Children make good progress and are well cared for in this stimulating environment. This is because all staff are well qualified, have a good knowledge of the seven areas of learning and know their key children well. Before children start at the nursery, staff work closely with parents and carers to ensure they understand each child's individual learning requirements and starting points. Individual files are in place for all children containing photographs, observations and assessments, which are linked to the areas of learning. These are used to effectively track children's progress and to plan for their next steps in learning. Staff provide a broad range of interesting and challenging activities, which incorporate children's interests, building on their existing knowledge and skills. Adult-led activities are carefully planned and differentiated to ensure they meet the individual needs of all children. Children are encouraged to make independent choices as they freely access

purposeful play activities and resources. The award winning outdoor area is accessed throughout the session and provides a wide range of exciting activities. Consequently, children are well prepared and motivated for the next steps in their learning, including starting school.

Children confidently move around the nursery, choosing from the wide range of stimulating activities and quality resources. Children develop their mathematical skills, as they join pieces of construction together and measure their model against themselves. Staff support the children by questioning and encouraging them to estimate how many more pieces they will need to make it as tall as the child. They demonstrate the use of appropriate mathematical language and encourage the children to use their counting skills. Children enjoy games, which further develop their recognition of shape or teach them about healthy eating. Staff encourage children to be creative and develop their imagination as they make cakes in the 'mud kitchen' outside. Children enjoy filling their pans with soil and mixing it with water using a range of kitchen utensils, before placing them in the microwave oven to cook. Staff demonstrate a range of good teaching strategies. For example, staff communicate and model language well, as the children create different shades of pink by mixing their own paint. However, there is scope to further develop the use of open-ended questions, in order to challenge and extend children's creative and critical thinking. Daily activities help support children's early literacy skills. For example, children have access to a writing area with a wide range of writing materials, scissors, glue, small number lines and the alphabet, providing children with the opportunity to develop their writing. An attractive and cosy reading area enables the children to develop a love of books. They have access to a large variety of fiction and non-fiction books, helping them learn about different aspects of life and living. Children are encouraged to make their own books using photographs, allowing them to recall past events and providing them with a sense of belonging, as they see themselves and their friends in the photographs. Children have opportunities to link sounds to letters during regular phonic sessions, where children learn rhymes and listen to the beginning sound in words. They are able to understand that print carries meaning as they read the words on the clearly labelled resources or their name cards. However, there is scope to further develop letter, word and number recognition by providing more child-level interactive displays. The outdoor environment is exciting and stimulating, and is planned to promote learning in all areas. Children visibly enjoy the freedom to explore and play outdoors, contributing towards their very good health as they gain increasing control over their bodies. They learn about life cycles and growth as they grow seeds, bulbs and plants. They use the strawberries, peas and mint, which they have grown, for snacks or in cooking activities. The construction area allows the children to create obstacle courses with crates and wooden blocks, providing opportunities for the children to solve problems and take risks. Children are provided with a broad range of interesting and challenging opportunities throughout the session, supported by skilled staff. As a result, they are motivated and eager to learn new skills.

There is a strong focus on communication and language. The nursery uses the 'Every child a talker' programme to identify specific needs and assist children in developing their communication skills. As a result, children's communication skills are closely monitored and support is provided as required. Children with identified special educational needs and/or disabilities are supported very effectively because staff meet regularly with parents

and outside professionals. They use the information gained from these meetings to plan appropriate steps in children's learning and development. Partnerships with parents are well established, and are based on frequent and very effective information sharing. This ongoing sharing of information ensures parents are involved in their child's development. There are regular opportunities for parents to look at their child's learning journal and discuss their progress, including being involved in contributing to the progress check for children between the ages of two and three years. There is a good emphasis and focus to involve parents in children's learning, so that this can be continued at home. Staff provide additional activity packs, which can be used to support the next steps for individual children. A variety of workshops and events provide parents with opportunities to learn alongside their child. In addition, parents value their child's achievements at home by bringing in photographs, samples of work or writing down their accomplishments, which can be displayed in the nursery.

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

The nursery is welcoming, stimulating and inviting. When children first start at the nursery they are given time to settle in and adjust to the new environment. There is a well-embedded key person system, enabling children to feel safe and secure. It also promotes effective relationship building with parents and other settings. Information is regularly shared between the nursery, parents and other settings which children attend, ensuring continuity of care and learning. Children's safety, health and well-being are promoted through the nursery's clear and consistent policies and practices. Risk assessments and daily visual checks of the premises ensure that the environment is always safe, clean and fit for use. Children demonstrate an understanding of staying safe as they play outside with water and brushes, and tell staff to 'be careful, don't slip, it's very wet here' before demonstrating how to walk carefully. Regular fire drills teach children how to stay safe in an emergency. Children are encouraged to tidy up and understand the needs to do so, before getting other resources out. As a result, they move around safely in the nursery, knowing that they are keeping themselves and others safe. Low shelving and storage accessible to children, means they can select and put away resources independently. Children's confidence is supported well by adults providing verbal praise and encouragement for their efforts. The behaviour of children is good due to the calm environment and positive role modelling of staff. As a result, children learn to negotiate and cooperate with each other, and they grow in confidence and self-esteem.

The nursery provides all weather clothing, enabling the children to play outside throughout the year, which supports their health and well-being. Children are encouraged to manage their own personal hygiene and go to the toilet independently. They learn about keeping healthy through a variety of activities. Children understand the importance of keeping their hands clean before handling food or after using the toilet, and regularly clean their hands by washing them. The nursery operates a cafe style snack bar, where children can sit down and enjoy a healthy snack at their own convenience, without disturbing their play. Children serve themselves cereal, by spooning the cereal from a large container into their individual bowl and pouring on their milk from a small jug. They are able to cut their own fruit and pour their own drinks. Staff are good role models for children. For example, they sit with them during snack times and talk to them about the benefits of healthy eating,

recalling the healthy food week and the activities they enjoyed. Children who require support in communication are provided with visual clues to support them in choosing their snack, by pointing to the picture. Staff support the acquisition of language by pointing to the pictures and clearly saying the words, encouraging the children to repeat them. Children sit well at snack time and enjoy the social occasion. They talk to their friends about topics that are important to them, such as the thunderstorm in the night. Staff know about children's individual dietary needs through the information gathered from parents before children attend the nursery. Children are encouraged to take responsibility for their own property, such as hanging their coats on a peg and putting their shoe boxes on the trolley. They display great confidence in their skills as they change their shoes for outdoor play, further developing their independence.

Transitions between the nursery, the school and other settings are managed well. Information is shared with other settings the children attend. Children are prepared for school with a well-planned transition procedure. This includes regular visits to the nursery by members of staff from their chosen school, and visits to the schools by the children. There are opportunities for children to attend different sessions at the local school and meet the reception class children who will support them when they first start school. The nursery provides a range of activities to prepare children for their transition to school. For example, the role play area is changed into a school, there are opportunities for the children to dress up in school uniform and staff share books with the children about starting school. Information about individual children is shared with other settings, to ensure that the transition between the nursery and school is a positive experience for the children.

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

The manager and staff are conscientious and have a very good knowledge of the Early Years Foundation Stage. Staff have a good understanding of child protection and the procedures to follow if they have any concerns about a child in their care. All staff receive training, ensuring that they are confident in the measures to safeguard children, and that they understand all the policies and procedures. All staff have attended relevant first aid training. Rigorous recruitment procedures are in place to ensure staff are suitable to work with children. The nursery is secure. During times when parents and their children are arriving at and, departing from the nursery, systems are in place to keep children closely supervised. Staff are extremely vigilant to ensure that any unauthorised person is not able to enter the nursery or any child able to leave unsupervised. Appropriate policies and procedures are in place and shared with parents, as well as comprehensive risk assessments. This means that children are well protected in a safe environment. The manager and the well-qualified staff demonstrate an enthusiasm for their work, with a commitment to improving achievement for children. The manager works in the nursery, where first-hand knowledge is gained about what is working well and what needs to be developed. There are very good systems in place for the observations and assessments of children in order that staff can monitor their progress. The manager and staff ensure good educational programmes are in place, and work together to base planning on next steps and interests for individual children. The manager also monitors assessment files to ensure

all children are making at least good progress and their individual learning needs are well met. She tracks children's continuous progress, so that any gaps can be identified and addressed with parents and key persons.

Self-evaluation is good because the nursery effectively identifies what they do well and how they can help children learn. It takes into account the views of staff, parents and children, in addition to other professionals. The nursery is committed to listening and responding to parent's views and comments. Parents are asked to complete regular questionnaires and the nursery is swift to take action on any suggestions made. The manager is able to clearly articulate her vision for the nursery, resulting in ongoing quality improvement which impacts on the outcomes for children. She has an action plan which she uses effectively to ensure continuous improvements are made. The performance of staff is closely monitored. Staff's ongoing professional development is actively promoted through many training opportunities. The qualifications of staff and continual professional development have an extremely positive impact on outcomes for children's learning and development. For example, recent training on the 'Every child a talker' programme has had a positive impact on raising awareness of children's communication skills, and ways in which these can be further supported to help raise their attainment to the highest level. Staff receive annual appraisals and more frequent supervision sessions. There are opportunities for staff mentoring and coaching through peer observation to disseminate good practice. All staff and volunteers receive an induction period when starting the nursery. They are supported by a mentor and have regular meetings with the manager to ensure they have a full understanding of policies and procedures, and to identify and address any training requirements.

There are effective partnerships with parents, as staff work together with them to support the children in their learning and development. Daily verbal feedback and a communications book ensure that parents are fully informed about their child's day. Regular newsletters are offered, to ensure that they are kept informed about what is happening in the nursery and of the activities provided. Parents comment that the staff are 'friendly and easy to talk to' and they would 'definitely recommend the nursery'. The nursery works well with external agencies and other professionals, to ensure that children's individual needs are being met, by accessing the appropriate support and guidance if needed. Staff understand the importance of working in partnership with other providers and the local primary schools. There are clear plans for transition activities into school and the partnership with the local schools is well established. This supports the children to be prepared to move onto school with confidence.

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	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	EY377687
Local authority	Staffordshire
Inspection number	858439
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	47
Name of provider	Coton Green Pre-School Nursery Committee
Date of previous inspection	08/12/2008
Telephone number	07890 405571

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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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