

Coach House Nursery Copthorne Preparatory School

Effingham Lane, Copthorne, CRAWLEY, West Sussex, RH10 3HR

Inspection date

Previous inspection date

03/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress in their learning and development because staff know the children well. Staff are skilled at providing appropriate learning opportunities which means all children continue to make steady progress.
- Staff have a good relationship with parents and provide effective systems for them to be fully involved in their children's learning and development.
- Children benefit from regular access to the outdoor environment. This promotes a healthy lifestyle and children's physical development.
- Staff are good role models and praise positive behaviour. Children know what is expected of them and therefore behave well and display good manners.

It is not yet outstanding because

- Staff do not always extend children's independence, mathematical and communication and language skills during snack and mealtimes.
- Not all activities are fully resourced which hinders slightly some children's learning opportunities.

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 spoke with the staff and management team at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector observed children in all areas of the indoor and outdoor environment.
- The inspector sampled the policies and procedures, including the safeguarding policy.
- The inspector sampled some of the children's development records.

Inspector

Hannah Barter

Full report

Information about the setting

Coach House Nursery at Copthorne Preparatory School is operated by the Copthorne School Trust. It opened in 1997 and registered in 2004. The nursery is registered on the Early Years Register. It operates from a designated building within the grounds of the school, situated in the village of Copthorne, near Crawley, in West Sussex. The nursery is open each weekday from 8:10am to 3:30pm for 35 weeks of the year during term time and there is also provision for extended care for children aged three years and over. Children can attend on a sessional basis or full day in the nursery. All children share access to an enclosed outdoor play area. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 29 children on roll. The nursery employs nine members of staff, of whom eight hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- broaden the range of resources available to enable children to play more effectively
- further develop opportunities for children to gain independence and extend their communication and language and mathematical skills during snack and meal times.

Inspection judgements

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

Staff have a good solid understanding of the learning and development requirements of the Early Years Foundation Stage. Staff provide a good balance of child-initiated and adult-led activities within their planning. This means that staff take children's individual interests and needs into account and encourage their independence so they become confident learners. The staff offer a range of resources and activities that stimulate children to explore and offer challenge across all areas of learning both indoors and outside. The majority of resources are easily accessible and children are able to make choices about their own play. However, when children showed a keen interest in playing with plastic cakes and candles there was not a plentiful amount of resources to enable them to complete the activity. Consequently some children lost interest in the activity, which had an impact on their learning outcomes.

Staff offer good levels of teaching and support to children and are skilled at promoting their development. For example, during a painting activity, children were offered a variety of paints and sponges to choose from. Staff asked the children what colour they would like

to use. Children pointed to the paint and were encouraged to attempt to identify the colour name. Staff praised children's efforts and extended their knowledge further by teaching them the names of shapes such as triangles.

Staff support children's developing communication and language development well. During circle time, children talked about the days of the week and the weather. Staff encouraged children to look outside and explain what they thought the weather was like that day. Children confidently told staff that it is 'sunny' and 'there are no clouds in the sky.' Staff also extended children's communication and language by providing opportunities for them to think and describe what they were doing. For example, a group of children were playing with wooden blocks, working well together to build their structure. The children described confidently how 'we have made a house with a slide' 'it's a really big slide' and 'we need to make some windows.' Staff asked the children what they thought they would need to make the windows. This encouraged the children to think, explore their ideas and work together to solve any problems. However, during snack and meal times staff do not always extend children's communication and language development and knowledge of mathematical language. This is because snacks were served already prepared for children and staff did not discuss shape or number while serving food to the children. This also hindered the children's independence and physical skills.

The assessment of children's learning and development is good. Parents provide staff with information about their child's interests, routines and dislikes which gives the staff a starting point to assess. Staff regularly observe the children's learning and track these observations on to a development grid. Using both of these monitoring tools, staff then create individual development programmes which clearly highlight children's next steps for learning. Staff incorporate the next steps into their planning and focus on three children per week over each term to help them to make good progress towards the early learning goals. Termly assessments take place to enable staff to check children's development progress and they complete a full written summary assessment each year. In addition to this older children within the nursery take part in an online system called Aspects. The staff present this to children in the form of games which assess their level of development and track their progress. This programme is used throughout the school. These systems help staff to ensure children are making good progress and are ready for their next stage in learning and ultimately their move to school. Staff are confident in completing the progress check for two-year-olds and report on children's progress in the three prime areas of learning relating to communication and language, physical, and personal, social and emotional development.

The staff share all documents with parents so that they can continue to support their child's learning at home. To complement learning at home, children have individual book bags enabling them to choose a book each day to take home for their parents to read with them. Systems are in place to support children with special educational needs and children who speak English as an additional language to promote equality and meet their specific requirements. Staff work well with external agencies to support the development of individual children who are showing a delay in development. Staff are confident in adapting group activities to suit the needs of all children and work in partnership with parents to ensure each child is making good steady progress regardless of their initial

abilities.

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

Children are happy and secure in their environment. They show good levels of independence when exploring their surroundings and have harmonious relationships with all of the staff and each other. Children show high levels of engagement during the activities on offer to them and are therefore motivated to learn. They are confident in seeking support if needed and staff are skilled in knowing when to observe children's play and let them take the lead. For example, children chose cars to play with and staff set up the floor area with road mats, garages and cars for them to access. Staff sat in close proximity to the children to support and extend learning when appropriate. The children played cooperatively alongside each other, taking turns to use the ramp and share the cars. Children's behaviour is good due to the staff being positive role models and ensuring children know what is expected from them. This shows that they are developing secure emotional attachments with the staff. Children displayed good manners during circle time; when staff said good morning to them they followed with a reply of 'good morning Mrs...' and sat in the group until all children had been registered. Staff randomly select a helper for the day, which children show great levels of excitement about when it is their name that is chosen. This develops children's sense of belonging, confidence and results in them having high levels of self-esteem. Staff consistently praise the children for their achievements which further encourages good behaviour. This shows that children are emotionally secure and well prepared for the next stage in their learning.

The key-person system is effective. The three teachers, as the key persons for the children, work collaboratively with the teaching assistants to meet children's needs. The staff team remain the same each day which allows continuity of care for the children and enhances their learning experiences. Parents receive a daily handover form their child's key person who is always happy to make time for further discussion if needed. Parents comment on how happy their children are at the nursery and how attentive the staff are to their child's needs. Children settle quickly in the mornings as they seek out their friends and begin playing. Children show care and consideration towards each other and include them willingly in their play. For example, in the outdoor area a group of children approached another group and asked what they were doing, receiving the response 'we are painting, do you want to join in?' Together, the larger group worked together to paint the wall with water.

Children have access to a large outdoor area which is well resourced with equipment to promote their physical development. Children move freely around their space on bicycles and tricycles promoting a healthy lifestyle. Staff encourage children to manage their own risks when using climbing equipment but offer support and encouragement with words such as 'good balancing, don't worry I am here if you need me.' This develops children's confidence, independence and encourages them to have a go so they develop resilience. Children benefit from using numbers in the outdoor environment while playing hopscotch and showing their confidence in counting to 10. In addition to the physical activities that promote children's healthy lifestyles, the children also demonstrate good hygiene

practices. Children understand that they have to wash their hands after coming in from outdoors, and before eating. Children benefit from healthy snacks and drinks throughout the day of toast, fresh fruit, milk and water. They are provided with a hot cooked lunch which is prepared within the school's kitchen, taking account of any specific dietary needs a child may have.

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

The management team and staff have a good understanding of the requirements of the Early Years Foundation Stage. Teaching staff attend weekly meetings to discuss new legislation, changes to the Early Years Foundation Stage framework, ideas and ways to improve the planning for children. This benefits the children's learning experiences and their outcomes are good. The nursery has previously highlighted the need to increase the amount of child-initiated activities and this has been something the staff have found to be a success. This results in children enjoying activities that are purposeful, relative to their current interests and meet their needs.

All staff have completed safeguarding and child-protection training. This enables them to have a thorough knowledge of what to do if they have concerns about a child's welfare. Staff report all incidents and concerns to the designated person for child protection and a record of these is kept in line with the nursery's policy to protect children's welfare. Two of the staff hold a paediatric first-aid certificate and the remainder have attended an emergency responder course. Staff are confident in knowing how to deal with accidents to support children's well-being appropriately and how to record them in line with their safeguarding practices. Staff carry out daily checks of the indoor and outdoor environment to ensure the areas are safe for children to play in. If they identify any risks the caretaker is informed and the issues are rectified. In addition to this, written risk assessments are in place for outings that the children take part in, for example to the local farm. This helps staff to ensure that they fully protect children's health, safety and welfare.

Robust recruitment procedures are in place to ensure the suitability of all staff to work with the children. The manager undertakes suitability checks from the Disclosure and Barring Service and requires two written references for every applicant. In addition to this applicants are required to attend taster days where their practice is observed and has to be deemed suitable by the manager before a job offer is given. Induction procedures are in place along with regular supervision sessions with the deputy manager and appraisals with the manager which take place every two years. The manager and staff identify training needs and areas for development as well as individual strengths. This ensures that all staff are closely monitored and their personal development needs are met. In addition this contributes to improving standards and quality within the nursery for children.

The staff team have good relationships with parents. The nursery places a high value on ensuring that parents develop a sense of belonging, to contribute to the well-being of their children. Parents are able to keep fully informed about their children's progress as staff

share development records and summaries with them. Parents receive weekly newsletters which detail the learning opportunities their children have had that week. Management seeks parents' views via annual parent questionnaires and they take their comments into consideration when they plans improvements. In addition to this, there is a parents' committee who meet twice a term. This enables parents to share and discuss ideas with the manager of the nursery. For example, parents were interested in their children starting to learn Spanish and taking part in ballet lessons. The manager researched the idea and children now have the opportunity to take part in these extra-curricular activities should the parents wish them to do so.

The management and staff strive to improve the quality of the nursery provision. They have a comprehensive development plan in place which is updated annually. This highlights the areas for improvement and development, for example purchasing new carpets and improving the child-initiated planning. Previous actions were to introduce cosy corners for the children; these are now in place and enjoyed by the children. The nursery has a good relationship with their early years advisor from their local authority and uses them for support and advice when needed to raise standards even further. The majority of children who attend the nursery feed into the school; however there are good systems in place for those children who attend other settings. Staff realise the importance of communicating with other settings children may attend to ensure children's progress is closely monitored and there is consistency in their care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY288842
Local authority	Surrey
Inspection number	984944
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	96
Number of children on roll	29
Name of provider	Copthorne School Trust Ltd
Date of previous inspection	not applicable
Telephone number	01342 712311

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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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