

Cotelands Nursery

Cotelands PRU, John Ruskin Sixth Form College, Selsdon Park Road, South Croydon, Surrey, CR2 8JJ

Inspection date

01/10/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

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 1

The quality and standards of the early years provision

This provision is outstanding

- The engagement with parents is extremely strong and this enables staff to support and promote children's learning and development exceptionally well.
- Each child is significantly valued as an individual with their care and welfare needs consistently reviewed, and planning updated accordingly.
- The staff are extremely able at providing individual support for children, establishing a strong sense of emotional wellbeing.
- The management team demonstrates excellent leadership skills to motivate staff and continuously support their professional development.

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 checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector completed a joint observation and held meetings with the nursery manager and early years teacher.
- The inspector looked at some children's records, including their learning assessments, and spoke to some key persons.
- The inspector took account of parents' views.
- The inspector observed activities in the play rooms and the outside play areas.

Inspector

Sue Taylor

Full report

Information about the setting

Cotelands Nursery registered in 1987. It operates from Cotelands Pupil Referral Unit, situated in purpose-built accommodation within the grounds of John Ruskin College in South Croydon, Surrey. Children have access to enclosed outdoor play areas. The nursery provides childcare for the students and staff of the pupil referral unit and the college. It is registered on the Early Years Register and generally cares for children until they are aged three years. The nursery is open each weekday from 8am to 5pm, term time only. There are currently 33 children aged from birth on roll.

The nursery maintains close links with the Pupil Referral Unit, John Ruskin College and Woodlands Children's Centre. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 11 members of staff, all of whom have appropriate early years qualifications. One member of staff has Early Years Teacher status, one has a National Vocational Qualification at level 4. There are eight staff qualified to level 3 and one to level 2. The nursery receives funding for the provision of free early education for some children aged two years.

What the setting needs to do to improve further

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

- find ways to consistently show how staff are reviewing and using feedback from all parents about how they support children's learning at home.

Inspection judgements

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

The staff know the children as individuals and effectively promote their learning and development extremely well. The child's key person makes excellent use of the observations made as children play to assess their individual stages of development. This is exceptionally strong for the three prime areas of learning. Staff routinely assess and track children's progress to ensure they continue to flourish and to make very good progress. The excellent systems in place mean that staff are able to produce the required progress checks for two-year-old children, providing parents with a copy. These checks include informative detail on children's personal, social, emotional and physical progress, as well as their communication and language development. All staff have extensive knowledge, which means they quickly identify any learning gaps to address.

The engagement and inclusion of parents is outstanding. The staff involve parents in

deciding on children's next steps in their learning. This motivates and encourages parents to support their child's learning at home. There are home learning packs that cover a wealth of information, such as walking, toilet training and speaking, that parents can borrow. Staff in one room have begun to record and display parents comments about their children's achievements at home and this is being brought in across the nursery. However, some feedback still tends to be verbal. It is not always clear how staff use these contributions in their assessments of children's progress. Children's learning records are readily available for parents to look at. Staff note children's starting points and parents attend a meeting soon after children settle to discuss their learning needs. They can bring family members and friends to this meeting and this enables everyone to help support the children as they grow. In the recent questionnaires, parents speak extremely positively about the support they and their child receive. The parent sub-committee meetings enable information sharing and for parents to suggest activities and outings for their children.

The staff are consistently enthusiastic about children's achievements. They provide excellent play experiences and activities to engage and motivate children. In particular, the support for children's communication and language development is significant. Staff carefully challenge young children's developing speech. For example, staff respond positively as if in conversation to babies and toddler's babbling. When a child says something, staff extend the words and repeat back to the children. The staff use singing well to support children's learning. Children develop a strong interest in books from an early age and parents can borrow books to take home, including dual language books.

Children benefit immensely from being able to play outside in most weathers. There is wet weather wear available so that they can explore the environment outside, making choices about their play. There is a covered structure outside that staff use with non-mobile babies so they benefit daily from being outdoors. Alternatively, staff will take them out in the buggies. All children enjoy exploring an extensive range of interesting items and textures. They begin to investigate and learn to operate some toys to create sounds or music. Children develop impressive levels of confidence and independence at a young age. As a result, children are comprehensively gaining the skills they need for their next move and as preparation for school.

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

The key person system is extremely effective in providing emotional support to children and engaging with parents. Discussions and information gathering from parents ensure that staff have an excellent understanding of a child's individual care and development needs. The attention and consideration given to children's individual care needs promotes inclusion significantly. There are highly effective systems in place to ensure that the staff routinely review and update babies and young children's daily routines. As a result, there is a strong emphasis on children's continued well-being. The staff manage the moves between the nursery rooms with sensitivity, ensuring children settle quickly. For example, children have visits with their key person so they gain a familiarity with the new environment and staff before they move on. Staff promote children's growing independence and confidence extremely well as they encourage them to make choices

about their play. The older children begin toilet training, which is planned in discussion with parents, learn to pour drinks and help serve themselves with some meals and snacks. Staff teach children well about the importance of hygiene practices from an early age. For example, children wash their face and hands after eating, checking in a mirror that they are clean. Staff introduce teeth cleaning from an early age. This helps children begin to learn about the importance of a healthy lifestyle.

The staff manage children's behaviour skilfully, taking into account children's ages and level of understanding. They teach children to share from an early age and this encourages children to be cooperative as they get older. The children are still very young and so staff model safe behaviours that help children learn about keeping safe. For example, they practise emergency evacuations together. Children benefit from the nutritionally balanced and healthy meals that cater for a variety of individual diet needs. Parents provide bottle feeds for babies who staff feed according to home routines or a parent may come to breast-feed their baby. The nursery environment is highly stimulating, very child-centred and welcoming, and the staff team are very nurturing. There is an excellent range of quality resources and equipment throughout the nursery, both indoors and outside, for children to use. The resources and toys are at a low level, encouraging children to make decisions about what they want to do and where they want to play.

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

The management team and staff demonstrate an excellent knowledge of the safeguarding and welfare requirements. The premises are very safe and secure with effective risk assessments in place. Safety features, such as door hinge guards, high safety gates and easy view door panels help keep children safe. The extremely positive deployment of staff ensures that key persons are able to provide consistent care to children and supervise them well. The staff have a secure and confident awareness about possible child protection issues and of the processes to follow should they have concerns. They complete in-depth safeguarding training and there are meticulous written procedures in place. The robust recruitment system, that helps ensure staff suitability, includes staff undertaking the appropriate checks. A comprehensive induction process helps new staff gain a thorough understanding of their roles and responsibilities. There is innovative ongoing support for staff with weekly staff meetings, training opportunities, regular supervision sessions and performance reviews. The management team monitors staff practices regularly, carries out observations and plans training sessions. Staff are very keen to learn and improve their knowledge base or qualification. This helps staff to improve consistently the care children receive.

The self-evaluation of the nursery practice is exceptionally informative with the views of parents, staff and children taken into account. Development plans are ongoing and demonstrate a secure willingness to improve outcomes for the children. In addition to the overall plans for the nursery, each group room has their own ongoing ideas. The staff have a very secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They thoroughly support and promote children's progress. The

key persons are responsible for monitoring their children's learning records and plan well to narrow any achievement gaps. The management team routinely check the learning records for accuracy and ensuring they are up to date.

Staff engage significantly well with parents, and they routinely share information about their children, so there is a very effective two-way communication. The excellent settling in processes and ongoing assessments ensure children receive the care and support they need. The staff value the views of parents highly. Parents comment that they appreciate the detail they get about their child's development and comment very positively on the care their children receive at the nursery. There are secure, established partnerships with others, such as social care services, health visitors and other professionals. These help the staff meet children's individual needs extremely well and fully support effective partnership working. The management team and staff are extremely motivated and enthusiastic about the nursery. There is an outstanding capacity to sustain the level of excellent practice.

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	EY333376
Local authority	Croydon
Inspection number	827365
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	33
Name of provider	Cotelands PRU
Date of previous inspection	not applicable
Telephone number	020 325 22020

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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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