

# White Coppice Nursery

The Meeting Room, Coppice Lane, White Coppice, Chorley, Lancashire, PR6 9DE



## Inspection date

26 February 2015

Previous inspection date

17 September 2009

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching across the nursery is outstanding. Practitioners provide rich, varied and imaginative experiences based on children's interests, both inside and outdoors. Consequently, all children are highly motivated, eager to explore and develop a real thirst for learning.
- Children's safety and safeguarding are central to everything practitioners do. They expertly support children's growing understanding of how to keep themselves safe and healthy.
- The key-person system is exceptionally good. All practitioners are highly skilled and sensitive in helping children form secure emotional attachments. This means children's individual needs are always met extremely well and their confidence and emotional well-being are effectively supported.
- Partnerships with parents are excellent. They contribute to the assessments and are kept very well informed regarding children's progress. This shared approach effectively supports children's learning, development and well-being, both in their own home and in the nursery.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on the impact for children, which means that all children make excellent progress from their starting points.
- The highly qualified and experienced practitioners work well together, which means the organisation of the nursery is excellent. The nursery provides a relaxed, fun and homely environment where each child is respected and valued.

## What the setting needs to do to improve further

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

- enrich the already excellent outdoor learning environment, to enhance children's already very good understanding of where food comes.

## Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the setting.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to in the day.

## Inspector

Jacqueline Midgley

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Practitioners use their impressive knowledge of how children learn and expertise in teaching to provide an outstanding range of learning opportunities. Therefore, children of all ages demonstrate the characteristics of effective learning, such as a willingness to have a go and persevere with tasks. Children initiate many activities themselves, which are skilfully supported by practitioners. For example, children's play involves making pancakes and they accurately list the ingredients needed. Mathematical development is skilfully supported throughout the nursery so children are able to recognise numbers as they correctly identify them in the environment. Children's imagination is expertly supported and their learning extended as they smell the pancakes cooking and feel if the washing on the line is dry. As children search for plates to serve their pancakes, practitioners support their vocabulary as they introduce lots of positional language, rhymes and descriptions. As children decide they want to put honey and syrup on their pancakes, their early reading skills are expertly promoted as practitioners spell out the words and encourage children to write shopping lists. Planning and assessment are precise, sharply focused on each child's needs and effectively shared with all practitioners and parents, so every child makes rapid progress from their starting points.

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

The children enjoy close, supportive relationships with the highly skilled practitioners, who constantly praise children and build their self-esteem. As a result, children are confident and self-motivated. There is an atmosphere of mutual respect and trust, where practitioners calmly communicate their expectations. Therefore, children's behaviour is superb. Practitioners skilfully support children's independence and self-help skills, therefore, when the time comes they are ready for the move to school. For example, children's outdoor boots are numbered to support them to change their own footwear ready for outdoor play.

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

The manager has an excellent understanding of the Early Years Foundation Stage requirements and all practitioners enjoy a shared commitment to delivering exceptional standards. Highly effective arrangements for the recruitment and vetting ensure staff are suitable. Regular supervision, observations of practice and professional development lead to high levels of consistency of practice. Excellent partnerships with parents and other professionals ensure that children receive a rich and challenging range of activities, including music sessions and extensive outdoor activities. A highly effective system for monitoring and analysing assessment information means that potential learning needs are recognised and quickly met. Incisive self-evaluation accurately identifies how the nursery can improve even further. For example, they want to improve children's very good understanding about where food comes from, by growing vegetables.

## Setting details

<b>Unique reference number</b>	EY385026
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	858898
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	White Coppice Nursery Partnership
<b>Date of previous inspection</b>	17 September 2009
<b>Telephone number</b>	01257 267038

White Coppice Nursery was established over 30 years ago and re-registered in 2009. It is situated in White Coppice, near Chorley. The nursery employs five practitioners. Of these, one has Early Years Professional status, two hold Qualified Teacher Status, one holds a qualification at level 6 and one holds level 3. The nursery opens from Monday to Friday during term time only. Various sessions are offered from 9am until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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