

# Coppice Pre-School

St Stephens Church Centre, Coppice Road, Solihull, West Midlands, B92 9JY



## Inspection date

11 May 2015

## Previous inspection date

4 June 2009

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

## Summary of key findings for parents

### This provision is good

- Staff provide a variety of interesting and challenging activities which support children's next steps in learning. As a result, they make good progress and are well prepared for starting school.
- Staff effectively foster children's safety and welfare. They carry out safety checks each day, keep the premises secure and are effectively deployed to supervise the children as they use the different spaces.
- The well-presented and well-resourced outdoor area inspires children to investigate, experiment and develop their own ideas. Children also benefit from plenty of fresh air and exercise, which positively contributes to a healthy lifestyle.
- Staff hold valuable review meetings with other professionals in order to enhance practice and provide consistent and complementary experiences for all children. They also help children to make the move into full-time education more easily, by arranging for school teachers to visit the pre-school to get to know the children.
- The well-qualified staff fully understand their joint and individual roles and responsibilities and work well together as a team. This ensures that they efficiently implement the requirements of the Early Years Foundation Stage and meet the needs of all their children.

### It is not yet outstanding because:

- Staff do not consistently encourage parents to share detailed information about their child's learning and development at home. As a result, they do not always have thorough information to help them to make the most of the activities that they plan for children.
- The manager does not have regular or in-depth discussions with individual staff about how their practice can be developed further to enhance the good quality teaching.

## What the setting needs to do to improve further

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

- enhance ways to invite parents to share more of what they know about their children's learning and achievements, so that the learning experiences are even better matched to children's individual needs, interests and abilities
- sharpen the focus on monitoring the good quality of teaching, for example, by providing detailed feedback to staff to help them set clear targets to enhance their skills even more.

### Inspection activities

- The inspector observed activities and interactions between staff and children in the indoor and outside environments.
- The inspector spoke with staff and the children and reviewed children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and looked at a range of policies, procedures and required documentation.
- The inspector took account of the views of parents and carers spoken to during the inspection.

### Inspector

Lucy Showell

## Inspection findings

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

The quality of teaching is good because staff plan stimulating activities based on children's interests and abilities. Staff interact well with the children and help them to develop skills and extend their own learning. For example, children happily change a hand painting activity into an opportunity to mix colours as they rub the paint up their arms. Some children like to sit on comfy cushions in the quiet area to look at favourite books. Meanwhile, others prefer more boisterous play, such as kicking balls into the net, throwing beanbags and jumping in and out of the hoops. Staff observe, assess and complete records to track children's good progress and to monitor the activities they provide. This information is shared well with parents so that they know what the children are doing at pre-school. However, staff miss the opportunity to gather precise details from parents about what they know of their children's interests and progress. As a result, this additional detail is not used to enhance the planning and provision of activities within the setting and at home.

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

Staff have a warm and caring rapport with the children and are knowledgeable about children's individual needs. Parents say that their children settle quickly and are happy to attend, which results in them being confident to leave their children at pre-school. Staff are good role models and use praise and encouragement to help children learn how to share and work together. As a result, children are polite and respectful. The sociable snack time provides an ideal opportunity for staff to get to know the children really well. They sit in their small groups chatting about what foods they like and the benefits of eating fruit and vegetables every day. Children are developing good self-care skills. Many are confident to use the toilet, wash their hands and wipe their noses on their own. Staff are always close by to assist without taking over, which motivates the children to have a go.

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

The manager and staff are knowledgeable about procedures to help keep children safe. Contact details for the Local Safeguarding Children Board are clearly on display for staff and parents, and key policies are available for all to review. The manager ensures there are suitable, experienced and qualified staff, who hold relevant first-aid certificates, looking after the children at each session. Annual appraisals are completed and any issues, new initiatives or training are discussed at regular team meetings. However, individual staff do not have enough opportunities to discuss their good practice in detail with the manager. As a result, they do not get regular feedback or talk about ways they can further improve their own practice. In contrast, staff assess and monitor the activities planned for children and demonstrate a good commitment to continuous improvement. They consider the views of parents, carers and children. This helps them to focus on areas for future improvement that will have the most impact on children and their learning.

## Setting details

<b>Unique reference number</b>	250035
<b>Local authority</b>	Solihull
<b>Inspection number</b>	864424
<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>	32
<b>Number of children on roll</b>	37
<b>Name of provider</b>	St Stephens Church Centre Committee
<b>Date of previous inspection</b>	4 June 2009
<b>Telephone number</b>	0121 243 1806 or (07980)457768

Coppice Pre-School was registered in 1994. The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2, four at level 3 and the manager has a degree in early years. The pre-school opens from Monday to Friday term-time only. Sessions are from 9am until 12 noon. The pre-school provides funded early education for two-, three- and four-year-old children.

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