

Coppice Valley Nursery

Jenny Field Drive, Harrogate, North Yorkshire, HG1 2RP



Inspection date

28 May 2015

Previous inspection date

11 August 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Utmost priority is given to creating strong relationships with children and their families. As a result, children settle very well, have high levels of confidence and self-esteem, and parents feel exceptionally happy leaving them in the care of staff.
- All children are making good or better progress in their learning and development. This is because staff have a comprehensive understanding of the different ways children learn.
- All staff are knowledgeable and well qualified. As a result, they understand children's individual learning needs and demonstrate consistently good and sometimes outstanding teaching.
- Children are developing healthy lifestyles. This is because staff promote outdoor play, regular exercise and encourage children to try healthy and nutritious meals.
- Staff take children on outings and trips in the local area. As a result, children are learning about their community and the world around them.
- Staff have a thorough knowledge and understanding of how to protect children from harm. They know how to raise any concerns and the professionals to refer their concerns to. Consequently, children are safeguarded very well.

It is not yet outstanding because:

- Periodically, activities during group time are too challenging for some children and this causes them to lose concentration.
- Some children are sat too long waiting for their meals to arrive and be served, which means their behaviour deteriorates slightly during this time.

What the setting needs to do to improve further

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

- review how children are challenged during small groups times, with specific regard to the teaching of phonics, to ensure all children remain engaged in the activity
- improve lunchtime by ensuring children are not sat for long periods of time waiting for meals to be served.

Inspection activities

- The inspector observed children in the three base rooms and in the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, staff, children and parents.
- A range of documents were inspected, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff's suitability, training certificates, policies, procedures and the nursery's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day of inspection.

Inspector

Laura Hoyland

Inspection findings

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

Staff regularly observe children during play, taking into account children's interests and information parents share about children's capabilities. Staff use this information to plan for children's individual stages of development and closely monitor their progress to ensure any gaps are managed effectively and promptly closed. Parents contribute to children's learning by completing 'I can' observations of children's achievements at home. Staff talk to parents about children's progress and work together to support children to achieve their next steps in learning. This consistent approach means all children are progressing well. Children are prepared for their move to school. They are motivated to learn and communicate well. Staff teach phonics daily and as a result, children are learning the initial sounds of letters. However, on occasion a few children lose concentration because the phonics group session is too challenging for them.

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

Children are very well cared for. Staff are nurturing and clearly understand the importance of being a key person, supporting children to create strong bonds and attachments. All children are happy and staff support their emotional well-being effectively. Children's routines are closely followed and parents' wishes adhered to. Staff know children's backgrounds exceptionally well. They understand the needs of each family and ensure they are always available to talk and listen to parents whenever needed. Children are developing firm friendships. They play cooperatively with each other and share resources. However, at lunchtime some children's behaviour deteriorates slightly as they wait too long for lunch to arrive and be served. Children eat well at mealtimes, they thoroughly enjoy the meals provided by the cook, which are home made and nutritionally balanced. Children are also developing healthy practices as they play outside daily and older children also attend swimming lessons. As a result, all children are developing good physical skills.

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

The management team and all staff have a very good understanding of the Early Years Foundation Stage. They monitor children's progress closely and the manager works within the rooms to continuously raise the quality of teaching. In addition, the manager ensures all policies and procedures are maintained to ensure the smooth running of the nursery. All staff have regular meetings with the manager, where she appraises them. Training needs are identified and courses sought. Each member of staff feeds back their new learning during staff meetings. Consequently, all staff are learning new skills to improve outcomes for all children. The manager is relatively new to post and has implemented many positive changes. She has created a detailed development plan, which is shared with all staff. This means that staff have a clear focus for improvement. Parents are highly complimentary of staff and the nursery, many parents have had numerous children attend the nursery and comment on the extremely low turnover of staff. They praise the staff for being approachable, nurturing and understanding of each families individual needs.

Setting details

Unique reference number	400133
Local authority	North Yorkshire
Inspection number	872176
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	69
Name of provider	Harrogate Borough Council
Date of previous inspection	11 August 2009
Telephone number	01423 556764

Coppice Valley Nursery was established in 1990. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

