

Alphabets @ Cofton

Cofton Primary School, Wootton Road, Birmingham, West Midlands, B31 4ST



Inspection date	10 July 2015
Previous inspection date	19 July 2010

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

- Staff effectively support parents and keep them well informed about their children's progress. Parents are actively encouraged to share what they know about their children's interests at home.
- Good quality teaching ensures that all children make good progress and enjoy their learning so that they are well prepared to move on to school.
- A dedicated team of staff work effectively together and respond very well to children's individual needs. Staff's professional development is actively encouraged by management. As a result, they are well qualified and skilled, which has a positive impact on the provision for children.
- Staff organise rooms well to provide warm and safe places for children to play and explore in. They adapt the environment to suit the changing needs of children. The outdoor space is stimulating and interesting, providing children with a wide range of opportunities to explore.
- Children are safeguarded well. Staff and managers have a very good understanding of their responsibilities to protect children and keep them safe from harm.

It is not yet outstanding because:

- Staff do not always take every opportunity to promote children's understanding about what contributes towards a healthy lifestyle.
- Staff do not always build on children's interests and what they already know during discussions.

What the setting needs to do to improve further

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

- help staff to use further opportunities to encourage children to talk about their own experiences, in order for them to be able to consistently build on what children know
- extend children's understanding of the importance of what they can do to contribute towards their good health.

Inspection activities

- The inspector toured the premises and observed children and staff in the playroom and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and the childcare coordinator.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.

Inspector

Susan Rogers

Inspection findings

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

Staff have a clear understanding of the Early Years Foundation Stage and provide children with high levels of encouragement to help them to enjoy their learning. Staff plan for children's individual needs by identifying any gaps in their learning. This means that children learn through fresh ideas that are up to date with their individual learning needs and interests. Story time provides children with rich and interesting experiences, as staff share props with children to make the story more meaningful. However, staff do not always build on what children know to sustain their interest even further. Children recognise the different letter sounds and become confident at recognising their names and the names of others in the group. Staff make learning fun and encourage children to think for themselves and resolve problems. Children are confident in using numbers for practical purposes and are able to calculate and estimate numbers independently. These skills help to prepare them well for starting school. Children enjoy playing creatively and use their imaginations when exploring outdoors.

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

Staff gather very detailed information from parents about their children's learning and development before they start at the setting. Staff provide a welcoming and stimulating environment for children. They regularly use the outdoor area to enjoy imaginary play and extend their physical skills. They confidently support their own weight with their arms using beams and climbing equipment. Staff promote children's self-esteem through consistent praise and encouragement. As a result, children behave well and are well motivated. Children are encouraged to be independent in preparation for starting school. They are kind and considerate to one another and include each other in their play. Children are provided with healthy food at snack time and they follow good hygiene procedures in their self-care. However, staff do not always encourage children's understanding of what contributes to a healthy lifestyle, such as explaining about which foods are good for them.

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

Managers closely monitor the educational programme. Staff work together as an effective team and are highly supportive of one another. They regularly share their ideas with each other through weekly meetings and are supported well by the management team. As a result, staff have an effective understanding of their strengths and weaknesses. Staff's confidence is very much encouraged through opportunities for training and professional development. Staff evaluate the provision and regularly identify areas for development. They work closely with the host school and regularly exchange information about children's needs so that staff can plan in greater detail for children's further development. Staff work closely with parents. They run workshop sessions and regularly exchange information with them about their children's progress.

Setting details

Unique reference number	EY313625
Local authority	Birmingham
Inspection number	862133
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	76
Name of provider	Longbridge Childcare Strategy Group
Date of previous inspection	19 July 2010
Telephone number	0121 477 8409

Alphabets @ Cofton was registered in 2005. The nursery employs four members of staff. Of these, three members of staff have qualifications at level 3 and one has a level 6 qualification. The pre-school opens Wednesday to Friday from 9.15 until 2.15pm. The out-of-school club runs from 7.30am to 9am and from 3pm to 6pm, Monday to Friday, and from 7.30am to 5pm during the school holidays. The pre-school provides funded early education for three- and four-year-old children.

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