

# Coumes Spring Children's Centre



Coumes Spring Centre, Naylor Road, Oughtibridge, Sheffield, S35 0HG

## Inspection date

10 July 2015

Previous inspection date

28 March 2012

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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The learning environment for children is welcoming. Children have good opportunities to make safe and independent choices in their play. As a result, they approach their play with enthusiasm and they eagerly join in activities. For example, children have great fun when playing outdoors in the role-play area, where they use their imaginations and pretend to be hairdressers.
- Staff know children well and through effective use of observation, they have a clear understanding of children's individual learning needs. Consequently, children make good progress in their learning, which means they are well prepared for school.
- Staff promote children's health well and children have good opportunities to play outdoors. Children enjoy planting and growing foods in the nursery garden and tasting them during snacks and meals. These fun experiences help children to learn about the importance of making good, healthy choices.
- Management and staff's commitment to improve is good. They effectively monitor children's progress so that they swiftly identify any gaps in learning. As a result, staff set clear targets to improve, such as increasing the range of activities to support children's mathematical development.

### It is not yet outstanding because:

- Staff do not always effectively use information about children's learning at home to promote more rapid progress.
- Management do not always effectively monitor the quality of teaching.

## What the setting needs to do to improve further

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

- gather more precise information from parents about children's learning at home and use this to identify ways to plan more sharply for children's best possible progress
- strengthen arrangements for monitoring of staff's performance and practice to promote teaching that is first-rate and consistent in supporting children to achieve to the highest level.

### Inspection activities

- The inspector observed activities in all rooms and outdoors.
- The inspector spoke to the children and members of staff. She held discussions and meetings with the manager and Early Years Professional during the inspection.
- The inspector carried out a joint observation with the manager and one with the Early Years Professional.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures. She discussed self-evaluation and checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and/or carers spoken to on the day of the inspection.

### Inspector

Helen Blackburn

## Inspection findings

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

Well-qualified staff provide a wide range of activities to support all aspects of children's development. Babies are curious and inquisitive learners. They eagerly watch what is happening around them and smile and babble with excitement when interacting with staff. Older children are confident to join in conversations, such as talking to their friends about what they are making with the dough. Key persons regularly assess children's progress so that they know children's skills and abilities. However, staff do not always gather precise information from parents about children's starting points and learning at home so that they can use this effectively. Consequently, assessments are not always sharply focused to support planning for children's more rapid progress. Staff explore many ways to involve parents in children's learning. They invite parents into nursery so that they can talk to children about their job roles. These experiences help children to learn about different people who live and work in their local community.

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

Staff have good relationships with children. They use settling-in visits and regular discussions with parents to find out about children's individual care needs. Staff skilfully incorporate children's individual routines into the nursery day. This provides continuity for children, which means they are happy, settled and feel safe in the care of staff. Staff work closely with local schools to make sure things go smoothly when children move on. Staff talk to children about what to expect so that they embrace starting school with confidence. Staff provide a safe and clean environment for children to play. Children practise good hygiene routines so that they develop good self-care skills. Children experience many activities that encourage them to talk about safety, risk and danger. For example, children talk about how the emergency services help keep people safe. Children play cooperatively with their friends and during games, they listen to others, share and take turns.

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

Staff maintain all required records, policies and procedures and their good awareness of child protection issues safeguards children. Management regularly review safety procedures to keep others safe, such as installing additional perimeter lighting to provide extra security. Robust recruitment and vetting procedures ensures staff are suitable to fulfil their role. Following the last inspection, children who speak English as an additional language have more opportunities to recognise familiar text in the environment. Management and the Early Years Professional know the importance of promoting training and professional development. However, monitoring of teaching is not yet robust enough to promote first-rate practice. Consequently, staff are not always providing high levels of challenge during some group activities, resulting in children sometimes losing interest. Parents say their children are happy and love attending nursery. Staff work well with other agencies, which means children requiring extra help, receive the support needed.

## Setting details

<b>Unique reference number</b>	403682
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	869009
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	137
<b>Name of provider</b>	Julia Patricia Bryan
<b>Date of previous inspection</b>	28 March 2012
<b>Telephone number</b>	0114 2862100

Coumes Spring Children's Centre opened in 1996 and is managed by an individual owner. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualification at level 3, including one with Early Years Professional status. The nursery is open all year round from 8am to 6pm, Monday to Friday, except bank holidays and Christmas. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery is located in the grounds of Oughtibridge Primary School and they have established good links with the school.

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