

# Cottam Nursery School

Sandy Lane, Cottam, Preston, Lancashire, PR4 0LE



<b>Inspection date</b>	19 November 2015
Previous inspection date	30 November 2010

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children behave well for their ages and staff frequently praise them. Lunchtime routines support children's understanding of table manners and taking turns.
- Children show high levels of independence and are motivated in their self-care routines. Staff have clear expectations and encourage children to do things for themselves, which helps prepare them well for school.
- The quality of teaching is good. Staff have a good knowledge of child development and they know how to help children to make progress from their starting points.
- Parents are encouraged to become partners in children's learning. Communication with external agencies and parents of disabled children and those with special educational needs is particularly good.

### It is not yet outstanding because:

- Monitoring of staff performance is not yet rigorous enough to ensure that the quality of teaching is driven to an outstanding level.
- Leaders have not yet fully embedded the new assessment and monitoring system across the nursery.

## What the setting needs to do to improve further

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

- strengthen the programme for performance management, to focus specifically on enhancing the quality of teaching to an outstanding level
- fully embed the new robust systems for assessment across the nursery, in order to track children's progress more precisely and further promote the good progress of all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the acting manager.
- The inspector held a meeting with the acting manager and provider's representative. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective, and good induction and training procedures are in place. Health and safety practices, including risk assessment, have high priority, which helps to keep children safe. Despite a number of changes in staff and the management team, leaders are committed to maintaining continuity for children and driving continual improvement. Self-evaluation supports the nursery's identification of priorities for development. Leaders have built partnerships with other settings to share good practice and support staff's knowledge and understanding. Regular staff supervision takes place. However, monitoring of staff performance is not yet routinely embedded within the nursery's performance management programme. Leaders check children's progress to identify gaps in learning and put plans in place to support children's development. However, the new assessment and tracking system is not yet fully embedded across the nursery, and in some areas it is more difficult to track progress from children's starting points.

### Quality of teaching, learning and assessment is good

Children are nurtured and challenged with experiences to meet their specific needs. Pre-school children are given an extended range of experiences to prepare them for the move to school. Staff ask a range of questions to support children's thinking and give them time to respond. Children's real and imaginary play are well supported, and these help to develop their communication and language skills. They know where to find resources and are confident to explore and try new things independently. Children are given freedom to explore their curiosity. They show fascination in messy play, such as hand painting. Staff support children's understanding about different people and planned events encourage an awareness of the wider community.

### Personal development, behaviour and welfare are good

Staff know individual children very well and provide them with a variety of fun and enjoyable experiences to meet their needs. They follow their interests and support them to make choices in their play. Children show high levels of engagement in their learning, particularly indoors where experiences are thoroughly planned. Staff work in teams, which supports the effective key-person system. They form close bonds and secure attachments with children who feel emotionally secure in their care. Children quickly become confident learners who enjoy their time at the nursery both indoors and outdoors. Children's physical well-being is well supported by regular active outdoor play and staff use these opportunities to develop children's physical skills.

### Outcomes for children are good

Children make good progress from their individual starting points. Disabled children and those with special educational needs are very well supported. Staff work closely with external agencies and parents to understand their needs and provide specific support to aid their progress.

## Setting details

<b>Unique reference number</b>	EY309408
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	861989
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Sarah Louise Bolton-Rigby
<b>Date of previous inspection</b>	30 November 2010
<b>Telephone number</b>	01772 728035

Cottam Nursery School was registered in 2005. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery opens from Monday to Friday term time only. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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