

Coppice Park Nursery

Coppice Valley School, Knapping Hill, Harrogate, HG1 2DN



Inspection date	20 April 2016
Previous inspection date	31 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 are making good progress in their learning from their starting points. Staff use their knowledge of individual children's needs and interests to plan a wide range of interesting activities and experiences.
- Leadership and management are strong. The very experienced and well-qualified managers are committed to continuing to raise the overall quality and standard of the nursery. Effective monitoring and regular reviews take into account the views of staff, parents and children and help ensure that the nursery is continually improving.
- Staff offer praise for children's efforts and encourage good manners, helping promote their positive behaviour. Children are happy and secure in the care of the friendly, supportive staff.
- Partnerships with parents are successful. Parents feel well informed about their children's learning and progress and they are fully involved in the activities of the nursery.
- There are good systems for exchanging information with other professionals about children with special educational needs and/or disabilities, and children who speak English as an additional language. Programmes of learning support these children well.

It is not yet outstanding because:

- Although staff support children's developing language and communication skills well, they do not provide enough opportunities for children to develop their critical-thinking skills.
- Staff do not fully organise all group activities to maximise children's learning opportunities across the age ranges.

What the setting needs to do to improve further

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

- enrich opportunities during play activities and help all children develop their critical-thinking skills
- enhance the planning of group activities, consistently engage children of all ages and support the best possible progress in their learning.

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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. 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.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Rigorous recruitment and vetting processes help ensure all staff are suitable to work with children. Staff have a good understanding of what to do should they have a concern about a child's welfare. Supervision and support include staff observing each other's practice to help identify any weaknesses in their interactions with children. Staff attend regular training to enhance their knowledge and develop their teaching skills. The managers monitor the provision effectively, taking into account the views of parents and children. The staff team understands the importance of working together to close gaps in children's development. They evaluate the positive impact of using the early years pupil premium and assess the progress of different groups of children. Parents are supported to continue children's learning. For example, packs of colourful mathematical resources are provided by staff for parents to use at home.

Quality of teaching, learning and assessment is good

Children have a wealth of opportunities to play and learn across the areas of learning in the colourful and stimulating outdoor area. They enjoy sharing stories, singing songs, making marks in sand and pouring water over pebbles. Staff encourage children to recognise numbers in their environment through everyday interactions. They provide ongoing commentary for children's play to help develop their understanding and their speaking and listening skills. Words from children's home language are displayed around the playroom for reference during their play. Younger children can easily access a broad range of resources. For example, they enjoy creating sounds with the wide variety of musical instruments and everyday objects provided outside in the play area. Children concentrate well on their chosen activities. For example, while drawing and cutting out shapes to make cards and pictures or completing computer games to support their number recognition.

Personal development, behaviour and welfare are good

An effective key-person system is in place. Staff collect and share relevant information about children's interests and routines from the start. Parents speak highly of the staff and are happy with the care provided. High priority is given to promoting children's secure emotional development. They are helped to settle in and the move on to school is well planned and matched to the individual needs of each child. Staff talk to children about how to look after themselves and follow good hygiene routines. Children have fresh air and exercise through daily access to the well-resourced outdoor area. They enjoy healthy snacks and pour themselves drinking water freely, helping support their growing understanding of a healthy lifestyle.

Outcomes for children are good

All children are working within the range of development typical for their age. They cooperate well together in their play. Children manage simple tasks independently, helping them grow in confidence. They practise their early mathematical skills in many different ways. This helps to prepare them for the move on to school.

Setting details

Unique reference number	EY246117
Local authority	North Yorkshire
Inspection number	860258
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	24
Number of children on roll	82
Name of provider	Coppice Park Nursery Partnership
Date of previous inspection	31 March 2011
Telephone number	01423 564477

Coppice Park Nursery was registered in 2003. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Nursery sessions are from 9am until 3pm. There are also before- and after-school sessions from 7.30am until 9am and from 3.30pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

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