

Coppice Care Club

The Coppice Primary School, 50 Shawhurst Lane, Hollywood, BIRMINGHAM, B47 5JN



Inspection date

20 April 2016

Previous inspection date

14 August 2012

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

- The quality of teaching is good. Staff have a thorough knowledge of how individual children learn best. They take account of children's interests when planning activities. Consequently, children are very engaged in their play. They assess children's progress regularly and identify any gaps in their learning. Children are well prepared for the next stage in their learning.
- Staff plan each child's next steps in learning, using detailed observations. They share these with parents to guide them in their support of children's learning at home. There is a strong partnership with parents and they are involved in many events at the provision.
- There are very good relationships between staff and children in this happy, caring and welcoming environment. Children's health and well-being are given high priority. Staff demonstrate respect and kindness to help children to learn this positive behaviour. Children learn about healthy eating and lifestyles and enjoy daily outdoor play.
- There is thorough and effective monitoring of individual children's progress and the progress of specific groups of children. Strong teamwork means there is continuous improvement in children's learning experiences. Staff maintain ongoing professional development and share their knowledge and skills. Self-evaluation is thorough and includes input from staff, parents and children.

It is not yet outstanding because:

- The monitoring of staff performance is not yet focused sharply enough on developing good teaching practice even further.

What the setting needs to do to improve further

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

- monitor staff practice more closely and increase the potential to achieve the highest standards in children's 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 manager of the provision.
- The inspector held a meeting with the manager and the provider of the provision. She looked at relevant documentation, such as the provision's self-evaluation and evidence of the suitability of staff working in the provision.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The director and the manager ensure that staff understand and implement the effective policies and procedures. Children are very well protected and their safety is given high priority. Staff are very well supported by the management team. Staff are vigilant in their supervision of children. The premises are secure and fire drills are practised regularly with staff and children. Staff share ideas and good practice with the early years staff in the school and with other local providers. This helps to monitor and improve children's learning experiences and staff practice.

Information about children's progress is shared where children attend the school nursery. Staff complement children's learning and ensure this is not duplicated for the nursery children. There is excellent communication between parents, the provision and the school staff so that children's well-being is protected.

Quality of teaching, learning and assessment is good

Staff support three-year-old children's learning well as they mix different colours of paint. Staff ask children if they know which colours they need to make pink. Children experiment and find out how to achieve the colours they want. If they don't succeed the first time, staff encourage them to have another go and are very positive in their praise of children. This helps them to gain confidence to try new things. Staff develop children's language and vocabulary very well. They support less confident children to speak in small groups to build on their communication skills. Staff read to children to develop their love of books.

Personal development, behaviour and welfare are good

The very caring staff help children to feel emotionally secure. Children gain confidence and positive self-esteem through staff encouragement to try new activities to extend their thinking and understanding. Children enjoy a wide choice of healthy meals and snacks. They develop their social skills well during these times. Staff make the most of opportunities for children to count how many people there are at the table. They challenge them to work out how many plates and cups they will need. Staff meet children's dietary requirements so their health is protected. They are taught to share and take turns as they play. Staff teach children to have respect for each other's views and for other cultures and beliefs. They gain independence in readiness for school. There are effective links with the school on site that most children move on to. This process is managed extremely well so children feel secure. Children's moves to other schools are equally well managed.

Outcomes for children are good

Children gain independence in readiness for school. They take their plates and cups to a member of staff after snack time, and decide whether they need to put on their coats or their jumpers if the weather is mild. Children choose from a wide range of interesting activities and resources. These are well set out and easily accessible to children. They choose whether to play outside and they interact well with each other as they play with sand and water. Children learn early reading, writing and mathematical skills well through a range of activities. They learn to form letters correctly and to recognise their written names.

Setting details

Unique reference number	EY444246
Local authority	Worcestershire
Inspection number	1042291
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	3 - 12
Total number of places	70
Number of children on roll	176
Name of provider	Jacqueline Howse
Date of previous inspection	14 August 2012
Telephone number	07914825141

Coppice Care Club was registered in 2012. The provision employs 10 members of childcare staff, all but three of whom hold appropriate early years qualifications at levels 2, 3 or 6. The provision opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. There is a before- and after-school care facility and a holiday club provided. The provision provides funded early education for two-, three- and four-year-old children.

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