

# Coteswood House

Coteswood House Pre-School, 19 Thackerays Lane, Woodthorpe, NOTTINGHAM, NG5 4HT



## Inspection date

Previous inspection date

10 October 2016

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 pre-school has a dedicated and hardworking management team. The team has a thorough knowledge of the statutory requirements and works hard to ensure that standards are high in every area.
- Children feel at home in the pre-school. They settle quickly in their chosen play and happily wave goodbye to their parents and carers. Staff always make time to talk to parents when they are dropping their children off. They reassure them and share information about their children's progress.
- Children who speak English as an additional language are particularly well supported. Parents say that this is a real strength of the setting. Bilingual staff are able to effectively support children's home language, while also supporting their communication and language skills in English.
- Staff ensure that the pre-school looks inviting and welcoming to children. They provide children with a wide variety of interesting and stimulating learning experiences. Children explore happily and engage well with their learning. Children make good progress in all aspects of their development.

### It is not yet outstanding because:

- The supervision of staff is not yet at its most effective in supporting them to achieve the highest level of teaching practice.
- Occasionally, children who prefer to learn outdoors are less well supported in their play.

## What the setting needs to do to improve further

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

- make the most of staff supervisions to identify good practice and make suggestions for improvement to enhance the quality of teaching skills throughout the team even further
- extend opportunities for outdoor play and support those children who prefer to learn outdoors even more effectively.

### Inspection activities

- The inspector had a tour of the pre-school with a member of the management team.
- 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 a member of the management team.
- The inspector held a meeting with the management team and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

**Inspector**  
Josie Mapes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff ensure they are up to date with current policy and practice. They know how to identify a child at risk of abuse, neglect or being exposed to extreme behaviours and views and what action to take to protect them. The management team has established good relationships with other agencies and relevant professionals. The team helps parents to access support where needed and children benefit from this joined-up understanding of their care and learning needs. The pre-school boasts a very positive culture that supports change and improvement. Regular feedback from parents helps to inform these changes. Staff are motivated and keen to do well. They share a common desire to improve outcomes for children.

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

The well-qualified staff team knows the children they care for extremely well. Detailed information is gathered from parents when children first start about their capabilities and interests. This is used to plan activities that support and help children to make good progress. Staff demonstrate excellent teaching qualities. They join in with children's play, ask questions and encourage children to have a go. Children demonstrate high levels of independence as they confidently move around the setting choosing what they would like to do. Staff use what they know about children to challenge them effectively in their learning. For example, children who confidently count up to five are encouraged to keep going. Eventually, they demonstrate that they can successfully count up to 14. As a result, children feel proud and have confidence in their own abilities. Children's progress is closely monitored. This helps staff to identify any gaps in children's learning and provide more targeted support if needed. Staff successfully involve parents in children's learning and regular parents' evenings and progress reports help to keep them informed of their children's development.

### Personal development, behaviour and welfare are good

Staff are good role models. They are skilful in helping children to manage their own behaviour. Children are encouraged to understand the consequences of their behaviour and negotiate calmly with their friends. Children enjoy taking responsibility for their own belongings. Even young children are encouraged to find and put on their own coats and shoes before going outside. Everyday routines help children to feel settled and secure. Children anticipate what is going to happen next and talk eagerly with their friends about going outside to play.

### Outcomes for children are good

All children, including those who are in receipt of funding, make good progress in their learning and are well prepared for their move on to school. Children are inquisitive and confident. They are developing a real love for learning. Staff read stories, sing songs and play enthusiastically with children. Consequently, their mathematical, communication and literacy skills are developing well.

## Setting details

<b>Unique reference number</b>	EY480687
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	986408
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Coteswood House Limited
<b>Registered person unique reference number</b>	RP533896
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0115 9676551

Coteswood House was registered in 2014. The pre-school opens from 8am to 6pm during term time only. The pre-school employs nine members of childcare staff, seven of whom have appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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