

# Coigne Nursery

Minchinhampton Youth Centre, Tobacconist Road, Minchinhampton, Stroud,  
Gloucestershire, GL6 9JJ



## Inspection date

Previous inspection date

23 January 2017

1 May 2014

| 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 manager and staff have a good understanding of how children develop. They provide a wide range of experiences and activities, and children are motivated to learn. All children make good progress from their initial starting points.
- The manager and staff are good role models for children. Children's behaviour is good and they respond well to the consistent boundaries set. They know to be kind and share with others, and they are tolerant and respectful.
- Partnerships with parents and a wide range of professionals are good. Relevant information is shared to support a collaborative approach to children's care and learning. Children who have special educational needs and/or disabilities are supported extremely well. Parents speak highly of the care that their children receive.
- The manager and staff work closely as a team. They use self-evaluation systems to help identify strengths and areas for further development. They have addressed the recommendations from the last inspection, to help maintain children's good outcomes.

### It is not yet outstanding because:

- On occasion, some staff do not recognise opportunities that arise to extend children's interests and abilities, to help ensure they achieve their highest potential.
- The manager does not rigorously track the progress of groups of children, to target teaching and ensure any gaps in learning are closing.

## What the setting needs to do to improve further

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

- provide children with an even greater level of challenge during activities, to help them achieve their highest potential
- refine the tracking of children's progress to obtain a more detailed analysis of the impact of teaching and any intervention needed for different groups of 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 sampled a range of documentation including attendance records, accident and incident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account parents' written feedback and the views of parents and carers spoken to on the day of the inspection.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with changes in child protection legislation. They have a good understanding of the procedures to follow if they have any concerns about children's welfare. The manager implements systematic recruitment, appraisal and vetting procedures to help ensure all staff are suitable for their role. The manager and staff are qualified, and the nursery committee supports them exceedingly well. For example, they benefit from regular team meetings, supervisions and appraisals to help monitor and improve the quality of their practice. The manager and staff are committed to their ongoing professional development and are keen to improve their knowledge and skills. For example, they talk about the positive impact that optimal brain development training has had on their understanding of children's development and on children's outcomes.

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

Staff make regular observations and assessments of children's learning. They use this information to review and plan for children's future development. Staff place a clear focus on supporting children's communication skills. For example, they engage children in conversation, allow them time to think and respond, and introduce new vocabulary, such as 'roosting' and 'nesting'. Staff support children's early reading skills well. For example, children develop an interest in books and enjoy listening to and joining in with storytelling sessions and group activities. Children test out their design skills. For example, they build structures with pipes and boxes. Children are imaginative and creative in their play. For example, they enjoy creating their own artwork, setting up their role-play vet's surgery and eagerly chasing a 'fire-breathing dragon' from their garden.

### Personal development, behaviour and welfare are good

Children develop strong bonds with their key persons. They are confident, emotionally secure and develop a sense of belonging. Children learn about the importance of a healthy lifestyle. For example, staff discuss with them the benefits of good hygiene. Children are developing a good understanding of how to keep themselves safe. They have daily opportunities for fresh air and exercise. Children develop a positive awareness of similarities and differences. They celebrate a wide range of cultural festivals.

### Outcomes for children are good

Children are gaining the key skills needed in readiness for school. They are sociable, curious and inquisitive. Children develop their early writing skills well. For example, they confidently attempt to write their names, and they use their knowledge of letters and sounds as they play. Children enjoy solving mathematical problems. For example, they complete jigsaws, use simple addition and subtraction, and understand size and shape.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 101566  |
| <b>Local authority</b>                           | Gloucestershire   |
| <b>Inspection number</b>                         | 1068341   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 21  |
| <b>Number of children on roll</b>                | 28  |
| <b>Name of registered person</b>                 | Coigne Playgroup Committee  |
| <b>Registered person unique reference number</b> | RP519911  |
| <b>Date of previous inspection</b>               | 1 May 2014  |
| <b>Telephone number</b>                          | 07976 57 00 81  |

Coigne Nursery registered in 2001. It operates from the youth club building in the village of Minchinhampton, Gloucestershire. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two hold early years teacher status. The nursery is open on Monday, Tuesday and Thursday from 9am to 2.45pm and on Friday from 9am until midday, term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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