

Copmanthorpe Childcare Centre

Barons Crescent,, Copmanthorpe, York, North Yorkshire, YO23 3YR



Inspection date

28 March 2017

Previous inspection date

3 June 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

- Children benefit from a learning environment that is interesting and stimulating. They rapidly grow in self-confidence and enjoy talking to adults and their friends. Children particularly enjoy exploring the outdoor area, snack time and imaginative role play. They make good progress in their learning and development.
- The key person system is effective. Babies, for example, are happy to see key staff and eagerly go to them. Children's transition through nursery rooms and into school is supported well.
- Children behave well. Staff are good role models who encourage children to share and take turns. Children learn good social skills to support their future learning.
- Partnerships with parents are good. Each child's key person communicates well with parents, providing detailed reports of children's learning. Parents contribute towards children's assessments and are pleased with the progress their children make.
- The manager and staff team work well together. Action plans are sharply focused. The team reflect effectively on their work to prioritise areas for further improvement.

It is not yet outstanding because:

- Planning for some activities is not sharply focused, resulting in occasional missed opportunities to plan highly challenging activities linked precisely to children's individual next steps in learning to maximise their progress.
- Sometimes, activities do not challenge the older children to extend their learning and go beyond what they already know and can do.

What the setting needs to do to improve further

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

- enhance planning for some activities, so that it is sharply focused to provide rich and highly challenging experiences that are precisely linked to children's individual next steps in learning
- improve teaching further to enable older children to focus, concentrate and stay fully engaged in a variety of contexts.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation. She carried out a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are fully aware of the procedures that help to protect children from abuse or neglect. They understand what action to take if concerned about the welfare of a child. Staff know the nursery's policies and follow these well. Recruitment procedures are robust. Staff receive good support and guidance from the management team to develop their skills. Staff gain appropriate qualifications, attend training regularly and know how children learn and develop. They liaise with other providers to provide consistency for children's learning. The manager monitors the quality of the provision and children's progress effectively.

Quality of teaching, learning and assessment is good

Staff provide exciting toys and equipment indoors and outside to motivate children to play and explore. Babies explore cause and effect toys and snuggle up to staff to play. Toddlers enjoy small group sessions. They eagerly choose and sing rhymes, and play musical instruments. They involve staff in their sand play, and relish the sensory experiences exploring with curiosity and excitement. Older children thoroughly enjoy imaginative play. For example, they use hair equipment well for a 'hair salon', and later create a car using chairs and discuss their journey. Children's literacy and numeracy skills are encouraged. For example, older children identify familiar letters on name badges. Staff promote counting during their play and through action songs and rhymes.

Personal development, behaviour and welfare are good

Staff are responsive to children's individual needs. Babies are nurtured and show they are content. Effective settling-in sessions ensure that the move from home to the setting is smooth. Children develop a good understanding of the links between healthy foods, exercise and physical well-being. They thoroughly enjoy snack and meal times. Children sit with their friends and help themselves to food and drinks. This promotes a social atmosphere, where children engage in good conversations. Children have many opportunities to be physically active.

Outcomes for children are good

Children of all ages have an active, creative and confident approach towards learning. Overall, children are well prepared for future learning. They display good levels of independence and are eager to join in with activities. Babies eagerly crawl to staff and explore items that catch their attention. Toddlers recognise their name cards and colours well. Older children make connections between the letters and sounds. Children enjoy practising early writing skills and attempt to write their own names. They learn to work together and make strong friendships.

Setting details

Unique reference number	321597
Local authority	York
Inspection number	1087812
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	30
Number of children on roll	75
Name of registered person	Lynn Wilton and Terry Harland Partnership
Registered person unique reference number	RP901027
Date of previous inspection	3 June 2014
Telephone number	01904 700875

Copmanthorpe Child Care Centre registered in 1996. It is situated in a mobile unit in the grounds of Copmanthorpe Recreation Centre near York and is privately owned and managed. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualification at level 3 or 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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