

# Coton Green Pre-School Nursery



c/o Coton Green Primary School, Kipling Rise, TAMWORTH, Staffordshire, B79 8LX

<b>Inspection date</b>	22 September 2017
Previous inspection date	9 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff work well to identify gaps in children's learning when they first start, and place a high priority on promoting children's communication and language skills.
- The quality of teaching and the progress children make are good. Staff use a creative range of teaching methods to encourage children to listen and take part during group activities.
- Staff develop close relationships with children and their parents. They know the family circumstances well, and provide good support and guidance to parents when they need it most.
- Staff place a clear priority on promoting healthy eating, and increasing children's self-help and independence skills, such as during snack time.
- There are strong systems in place to help support children when they move to the onsite school. Staff work closely with the school staff to share useful information about children's personalities, care and progress.

### It is not yet outstanding because:

- The committee and manager do not consistently use highly effective monitoring systems to help evaluate the impact of staff practice, to help raise the quality of teaching and care to an exceptional level.
- Staff do not provide a rich range of experiences to enthuse children's interests further in technology and exploring mathematical concepts, such as weight and measure.

## What the setting needs to do to improve further

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

- focus more precisely on using highly effective monitoring systems to help evaluate the impact of staff practice, to help raise the quality of teaching and care to an exceptional level
- provide a richer range of experiences to enthuse children's interests in technology and exploring early mathematics, to help raise achievement even further.

### 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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and chair of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the nursery
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector took account of the views of parents.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced manager leads a well-motivated staff team who clearly enjoy the time they spend with children. The manager often works alongside staff and offers good support and training opportunities to help maintain the already good practice achieved. Arrangements for safeguarding are effective. All staff are trained in child protection and wider safeguarding issues, and they know the procedure to follow if they have a concern. There are effective systems in place to ensure staff working with children undergo vetting checks and to assess their ongoing suitability. New staff benefit from a detailed induction to ensure they have a clear understanding of their roles and responsibilities.

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

Staff use the observation and assessment system in place confidently to understand children's level of development and plan challenging experiences for children. The environment is organised well indoors and outdoors. For example, staff encourage children to combine the resources available to develop their ideas and play. They introduce children to new words, ideas and concepts during their play. Staff skilfully promote children's listening skills. They use a good range of visual aids and resources during story sessions and group times. For example, children have the choice to select a listening toy, which allows them to fidget as they listen. This works particularly well, especially with the youngest children. Adult-led activities often have a clear learning intention and children show sustained levels of interest and engagement.

### Personal development, behaviour and welfare are good

Staff use a good set of strategies to help children understand the routine and what is expected of them. For example, children respond quickly when staff tap the drum to indicate it is time to tidy up. Children learn exercise is good for their bodies and help create healthy options, such as fresh fruit salads and fruit milkshakes. Children learn fresh produce is good for their bodies as they care for the sweetcorn, tomatoes, strawberries and grapes. Children thoroughly enjoy being outdoors. They learn how to safely manage risks, such as when using the challenging physical play equipment and tools under supervision.

### Outcomes for children are good

All children, including those receiving additional funding, and those who have special educational needs and/or disabilities make good progress from their starting points. Children thoroughly enjoy exploring and investigating, and testing new concepts they are introduced to. For example, children consider how to make the water move along the guttering from the rainwater collected in the water butt. Children enjoy group activities, such as singing, stories and discussion time. They show a fondness for linking sounds to letters of the alphabet and writing. Children enjoy puzzles, problem-solving games and counting. Children learn how to negotiate as they play and develop the key skills required in preparation for school.

## Setting details

<b>Unique reference number</b>	EY377687
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1102131
<b>Type of provision</b>	Sessional 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 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Coton Green Pre-School Nursery Committee
<b>Registered person unique reference number</b>	RP518227
<b>Date of previous inspection</b>	9 June 2014
<b>Telephone number</b>	07890 405571

Coton Green Pre-School Nursery registered in 2008. It is situated within the grounds of Coton Green Primary School, in Tamworth, Staffordshire. The nursery opens Monday to Friday, 9am until 3.30pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 4, five hold a qualification at level 3 and three hold a qualification at level 2.

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