

Inspection of Coteswood House

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

Inspection date:

10 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled. Older children are starting to develop strong friendships. They turn take and create models together using construction materials. However, staff do not always plan age-appropriate activities that build on children's individual learning needs. This results in some children becoming bored and disengaged. Nonetheless, staff support children's confidence and self-esteem. They help children develop small motor skills as they attempt to cut up carrots. As children succeed they offer warm praise and comment, 'You're a superstar'. Children confidently reply, 'I know I am'. Staff are warm and caring towards children and provide comfort when needed. As younger children play outside they approach staff and receive hugs and reassurance.

Children enjoy exploring the natural area outdoors. They show high levels of engagement and curiosity as they explore mud with their hands. Staff have completed forest school training. This helps them to widen children's experiences and build their confidence and independence. However, staff do not notice when children are deeply engaged in their learning. They often interrupt children's activities unnecessarily, moving them on to other adult planned activities. This interrupts children's concentration and prevents them building on what they already know and can do. The manager does not recognise inconsistencies in teaching. Some staff do not support children's communication and language skills well enough. Required progress checks carried out for children between two and three years old lack necessary detail.

What does the early years setting do well and what does it need to do better?

- Children behave well. They show a good understanding of daily routines and boundaries set by staff. For example, children know to walk indoors and sit well at the table during mealtimes. Any minor incidents or disputes are managed quickly and effectively by staff.
- Staff support children to understand and express their emotions. Staff use 'The Colour Monster' story to support children with this and extend their learning through further activities. For example, older children show high levels of engagement when making coloured water bottles to reflect their feelings. They talk about how they are feeling and why they are feeling this way. Children listen to stories well and talk about how the characters are feeling. This supports children to develop an understanding of their own and others' feelings.
- Children develop independence skills. They are encouraged to pour their own drinks at mealtimes and to zip their own coats up. Children wash their own hands thoroughly when needed, such as after outdoor play. Staff teach children about the importance of oral health. Children use toothbrushes and toothpaste to clean large sets of teeth. They comment that they need to brush their own

teeth twice a day.

- Staff know children well. Older children are provided with opportunities to develop some new skills. For example, children show determination when attempting to cut with scissors, which supports their fine motor skills. They are encouraged to recognise their own names. However, staff do not always carefully consider children's ages or next steps in their learning when planning activities. For example, staff provide mathematical activities for younger children that are too complex and do not prioritise or support their age-appropriate learning. Consequently, children are not always given the support they need to make the progress they are capable of.
- The manager monitors some aspects of teaching and staff's practice as she carries out regular observations in the group rooms. However, she does not identify the weaknesses in practice and the lack of focus in some planned activities. As a result, staff's teaching is inconsistent and activities are not always appropriately matched to children's learning needs.
- Staff carry out some assessments to monitor children's development. The manager and staff identify when children need additional outside support. However, the required progress checks at the age of two are not clear and do not provide a summary of what children can and cannot do. They do not identify gaps in development, where staff support will be targeted, or children's next steps in learning.
- Staff develop children's love of books throughout the nursery. Children enjoy a wide range of stories and freely access books in different reading areas. They enjoy listening to familiar stories, which are skilfully read by staff. Children show familiarity and join in with enthusiasm. They are encouraged to get involved and enjoy helping to turn the pages as staff read to them.
- Children, generally, develop their physical skills as they play outdoors. They enjoy running up and down the slope safely in the garden. Children ride on bicycles with skill and control, negotiating space as they go. Various activities, such as obstacle courses, encourage children to learn different ways of moving. However, staff do not consistently make the most of outdoor learning to fully support children's development. For example, they often stand back and supervise children rather than interacting and engaging to support children's further learning as they play.
- Staff have completed training to help them promote children's communication and language. However, staff do not consistently model language well. Activities are not always planned with the focus on supporting children's communication skills. For example, group time activities planned for younger children focus on teaching the days of the week and the letter which starts children's names. This is not age-appropriate and does not support age relevant learning. The manager recognises the value of mealtimes as a key learn opportunity to support children's communication skills. However, staff do not always maximise these times and older children often eat in silence.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge. They know what to do if they have a concern about a child or a staff member. Staff are aware of the different types and signs of abuse. The setting has designated staff that take the lead on safeguarding concerns. Staff have completed appropriate training to support their safeguarding knowledge. In addition, the manager carries out regular refresher training during staff team meetings. Regular risk assessments are carried out to ensure children are safe within the setting. Children learn to take safe risks. They are supported to risk assess as they play, such as when climbing trees and scaling low level walls in the natural area.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that accurate reviews of children's progress are completed when they are between the ages of two and three years, and provide parents with a short written summary which highlights children's achievements and any areas where their development is less than expected	28/06/2022
ensure staff are aware of what they want children to learn from activities linked to individual children's next steps and are supported to plan activities to fully challenge each child	28/06/2022
implement effective systems for supervision and coaching to support staff in their ongoing professional development to promote consistently good teaching and learning	26/07/2022
ensure staff acquire skills and knowledge to enable them to support children's communication and language at an age-appropriate level.	26/07/2022

Setting details

Unique reference number	EY480687
Local authority	Nottinghamshire County Council
Inspection number	10236442
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	45
Name of registered person	Coteswood House Limited
Registered person unique reference number	RP533896
Telephone number	0115 9676551
Date of previous inspection	10 October 2016

Information about this early years setting

Coteswood House registered in 2014. The pre-school opens from 8am until 6pm during term time only. The pre-school employs nine members of childcare staff, eight 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.

Information about this inspection

Inspector
Sarah Davies

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector carried out a joint observation together.
- The inspector spoke to parents to gain feedback regarding their thoughts of the nursery.
- The inspector spoke to staff and children throughout the inspection.
- The inspector carried out a leadership and management discussion with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The manager carried out a learning walk of the nursery with the inspector and discussed the curriculum.
- The inspector carried out observations on the teaching and practice within the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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