

Inspection of Copmanthorpe Childcare Centre Ltd

Barons Crescent, Copmanthorpe, North Yorkshire YO23 3YR

Inspection date: 31 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily and separate from their parents with ease. Older children smile proudly as they find their name cards to register that they are here. Staff greet the children warmly. Babies snuggle with their familiar staff member as they are handed over by their parents. Children benefit from warm trusting relationships at all levels.

Staff place a clear focus on children's personal, social and emotional well-being and development. Children become confident, independent learners. They show curiosity as they choose where to play. Older children listen attentively to staff and concentrate well in small groups. Babies have great fun exploring their environment. They flap their hands excitedly when they have managed to pull themselves up to see what is on the tray. All children, especially children with special educational needs and/or disabilities (SEND), are included effectively in all learning opportunities.

Staff have worked hard to provide a high level of continuity and stability for children and their families. This relates to the support offered during the COVID-19 pandemic and the nursery's emergency relocation to another building. Parents comment that the stable staff team, and the continuity it has provided, is a strength at the setting.

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

- The manager and her deputy lead a long-standing, stable staff team. Staff have a positive approach to their training and development. Leaders are enthusiastic in relation to evaluating and improving how they work. They welcome advice and guidance from the local authority and other agencies.
- Staff and children are becoming used to their new building. There are often prolonged periods of calm purposeful play and learning. At these times, the quality of teaching is very good. However, some children become a little unsettled when the volume occasionally builds. There are also times when certain areas of the large room become a little overcrowded, for example when lots of children want to play with the train set, yet other areas of the room are underused. This makes teaching at these times difficult.
- Staff work closely with parents on their children's care and learning. Detailed communication about children's needs means that they get the support they need. Parents are overwhelmingly positive about the staff's dedicated support for their children. However, advice for parents on how they could support their children's learning at home is not always as precise as it could be.
- Children's confidence and independence are second to none. Children are proud of the warm praise they receive when it is their turn to lay the table for lunch.

They capably clear their plates after lunch and check in the mirror to wipe their faces. Older children help to tidy up. They use the toilet independently and wash their hands afterwards. Babies spontaneously join in when they hear a familiar rhyme.

- Children develop good language skills. Staff encourage children to join in with group conversations. Children confidently interact with staff, each other and visitors. Staff use stories, songs and rhymes to introduce children to a rich vocabulary. Babies snuggle happily with staff to share a story or to talk about the pictures.
- Staff sensitively support children's very good behaviour. Children play very well together. They readily share and take turns in their play. Older children enjoy turn-taking games and learn to follow the rules. For example, they learn to wait patiently to hear their name before revealing who is hiding under a scarf.
- Staff introduce mathematical language at every opportunity. This helps children to make good progress. Children talk about size and shape as they draw around their favourite toy. Younger children are helped to count their bricks. More-able children capably complete their 40-piece jigsaw.
- Children enjoy the home-cooked, healthy meals. The cook checks that children's preferences and dietary needs are met. She includes ample portions of vegetables in all meals. Staff help babies to use their spoons. Older children learn to use their knives and forks correctly. Children develop very pleasant table manners and enjoy chatting to their friends and staff over lunch.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training regularly, according to their role and responsibility. The manager provides safeguarding updates and tips at team meetings. Staff know how to identify the possible signs of abuse and neglect. They also understand how to secure support for children and their families. Risk assessment is effective in keeping children safe outdoors. Staff remind children to check ahead before riding their bikes down the slope. Children learn to take care when climbing. This helps them learn about keeping themselves safe. Older children confidently explain which staff they would tell if they were hurt or feeling sad.

What does the setting need to do to improve?

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

- be even more precise about how parents can support their children's development at home, in relation to their individual learning needs
- continue to review premises, resources and routines to identify how and when the emotional environment could be improved further so that teaching can be

even more effective.

Setting details

Unique reference number	2604723
Local authority	York
Inspection number	10251659
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	33
Number of children on roll	55
Name of registered person	Copmanthorpe Childcare Centre Limited
Registered person unique reference number	2604722
Telephone number	01904 706567
Date of previous inspection	Not applicable

Information about this early years setting

Copmanthorpe Childcare Centre Ltd was re-registered in 2022 after previous registrations nearby. The nursery employs 10 members of childcare staff, the majority of whom hold appropriate early years qualifications at level 3 or above. The manager holds a level 5 qualification. 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.

Information about this inspection

Inspector

Pat Edmond

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and staff joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023