

Inspection of Coteswood House Pre-School and Day Nursery

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

Inspection date: 28 February 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show genuine levels of happiness and enjoyment in the nursery. They are motivated to take part in the exciting and engaging activities on offer. A particular favourite activity is exploring capacity and understanding of the world as children make and play with spring-themed play dough. Children use their small-muscle skills to recreate a caterpillar. They recall a butterfly appearing from a cocoon. Children have super imaginations when creating. Staff enable children to use a variety of natural objects to paint. The children use twigs, flowers and tape to produce paintbrushes as they paint during their outdoor play.

Toddlers learn self-care skills when they use cloths to wash their dolls. They explore a real carrot and say 'a carrot' for the first time. Staff show that they are incredibly proud of children's achievements and celebrate these with them. Children benefit from a range of outings, such as visits to the local pet store, flower shop and library. This helps to promote their understanding of the local community. At the end of circle time, children receive a 'kindness sticker' for listening well. They receive lots of praise from staff, helping to raise their self-esteem.

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

- Since the last inspection, the management team has worked closely with the local authority and provided in-house support for staff to address the previous actions. Staff have a secure understanding of what they are teaching and why. They evaluate their practice and often identify where they can improve the implementation of activities. For example, staff recognise when children are losing interest in a storytelling session. They stop reading the book and continue to tell the story from memory while introducing a well-presented hands-on sensory reproduction of the story.
- Children's personal, social and emotional development are at the core of the curriculum. Staff nurture and genuinely care for the children. They provide support for children's emotional well-being. For example, they use a familiar book and props relating to the story 'The Worry Monster' to help children work through any challenges they may experience. This helps children to develop an understanding of their feelings and emotions.
- Staff provide opportunities for children to follow a healthy lifestyle and develop physically during their forest school experiences. Staff captivate children's imaginations outside through good-quality interactions. For instance, children enjoy looking for 'Monty', their resident pretend monster. They are confident and independent as they excitedly dash around the area to collect mud and sticks to paint a picture for Monty. Children use their small and big muscles to create a large-scale muddy picture.
- Children experience a language-rich environment, where their vocabulary

develops well. Staff discuss how, during the spring, birds are busy making nests to lay eggs. Children remember this information later in the day when they help to make bird feeders. However, occasionally, staff use too many questions in quick succession and do not give children time to think and respond.

- Staff act as good role models. Most children use good manners spontaneously. When they occasionally forget, staff ask, 'What is the magic word?' Staff lavish praise on children for their kind acts. This helps children to know that staff value them.
- Staff promote children's literacy skills well. They regularly include books in children's play. Staff teach the children new vocabulary when describing books, such as 'author'. Staff link different books with themed activities. This shows children they can gain information from books.
- Staff support children with special educational needs and/or disabilities well. They work in partnership with parents to signpost them to the relevant agencies and personalise the help and care they offer to children. As a result, children make good progress.
- Partnerships with parents and carers are strong and promote continuity of care and development. Staff keep parents regularly informed about their children's progress. Staff provide parents with activities and ideas to enhance their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have the required knowledge to respond to any concerns they may have about a child. They have a secure understanding of signs that indicate a child is at risk of harm and are confident in the local procedures to follow to raise a concern about a child. In addition, staff understand local safeguarding concerns, such as 'Prevent' duty, and can recognise signs of domestic abuse. Before forest school sessions, staff carry out thorough risk assessments of the area to minimise any risks and hazards to the children. Staff work with parents and children to raise awareness of online safety.

What does the setting need to do to improve?

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

- strengthen staff interactions so that children can develop their communication skills even further.

Setting details

Unique reference number	EY480687
Local authority	Nottinghamshire County Council
Inspection number	10246515
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	35
Name of registered person	Coteswood House Limited
Registered person unique reference number	RP533896
Telephone number	0115 9676551
Date of previous inspection	10 June 2022

Information about this early years setting

Coteswood House Pre-School and Day Nursery registered in 2014. It is located in the Woodthorpe area of Nottingham. The nursery opens Monday to Friday, from 8am until 6pm, all year round. The nursery employs six members of childcare staff, five of whom have appropriate early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The owner, the manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- 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.

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