

Inspection of Coton Green Pre-School Nursery

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

Inspection date: 25 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to learn. Staff resource the environment thoughtfully, with activities that interest children and support their learning needs. Children are kind and caring towards one another. For example, as children engage in burying dolls in the sand, they happily invite others into their play. Children beam with confidence. They display leadership qualities and resolve disputes between themselves. For example, when children play football, they elect a referee who is able to give instructions and solve problems when they arise during the game.

Children demonstrate resilience and perseverance through their play. For example, children encounter challenges as they mount the climbing wall. They keep trying until they reach the top. When they complete the task, they relish their accomplishments and beam with pride. Children show strong attachments to staff members. They receive lots of care and nurture throughout their day. This helps children to feel safe and secure.

Children explore nature, showing curiosity as they dig for worms in the garden. They shriek with excitement as they find one and seek out staff and friends to share their experiences with. These experiences help to build children's knowledge of the world and different habitats.

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

- Leaders plan a broad and varied curriculum and have high expectations for all children. They carefully consider the learning styles and interests of each child. Overall, children happily direct their own play and engage with the activities well. For example, children use their imagination and creativity when engaging in a farm animal junk modelling session. Children solve problems as they attempt to fix different objects together to create their farm animals. However, staff do not plan or teach some adult-led activities as well as possible. Consequently, children are not engaged and leave the activity.
- Staff encourage children's independence well. Children wash their own hands before they help themselves to snack. They pour their own drinks. Staff also encourage children to put on their own coats and shoes before going outdoors.
- Children enjoy playing with play dough. They use their fingers to manipulate the dough and create faces. This helps to build the small muscles in their fingers, which helps in later skills, such as writing. Staff use this opportunity well to talk to children about their emotions.
- Children's behaviour is excellent. They are aware of the behavioural expectations and rules. For example, before using the climbing frame in the garden, they ask permission. When a staff member assists them, she asks children if they

remember how many can play on the equipment. The children are all aware that only three children can play at one time. They learn to share and take turns, which helps them to develop socially.

- Parents comment that they are happy with the service that the setting offers. They talk of the online platform used to share information. They comment that their children are making exceptional progress and that they have come on 'leaps and bounds'. They also comment positively on the added support and advice given with regards to potty training.
- Leadership and management are strong. Managers continually reflect on practice and make improvements. When areas are not inviting children to play, staff think of different ways to get the children involved. For example, on reflection, they notice children are not accessing the construction toys. Now the diggers and excavators are outdoors on the soil where it is now a hub of excitement and learning.
- Managers provide a wealth of in-house training opportunities using an online platform. Staff feel well supported. For example, they say that when they express their desire to increase knowledge in special educational needs and/or disabilities (SEND), they receive the additional training needed. In turn, children with SEND receive excellent help and support. The staff work well with external agencies to assist children with SEND in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to protect children from harm. They know the different signs and symptoms of abuse and how to report their concerns. They are aware of the whistle-blowing policy and know how to report concerns about another adult's conduct with children. Managers follow robust recruitment and induction procedures. They continue to assess the ongoing suitability of staff members to work with children. Harmful substances are stored out of sight and reach of children. The premises are safe and secure, as access to the building is restricted.

What does the setting need to do to improve?

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

- support staff with their planning and teaching of adult-led activities so that children can benefit fully from the planned learning experiences.

Setting details

Unique reference number	EY377687
Local authority	Staffordshire
Inspection number	10279788
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	49
Name of registered person	Coton Green Pre-School Nursery Committee
Registered person unique reference number	RP518227
Telephone number	01827 337 464
Date of previous inspection	22 September 2017

Information about this early years setting

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 12 members of childcare staff. The majority of these hold appropriate qualifications from level 2 to level 6.

Information about this inspection

Inspector

Salma Yates

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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the deputy manager about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the deputy 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