

Inspection of Coton Park Day Nursery

4-5 Allerton Road, Rugby CV23 0PA

Inspection date: 11 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time in nursery and separate well from their parents and carers. They form close relationships with staff and friendships with their peers. Children settle easily into a wide range of activities, both indoors and outdoors. They take pride in what they do and are building an awareness of caring for the world around them. For example, they take pride in the area around nursery and help to keep the area clean by using litter pickers to collect rubbish. They have also been learning about recycling within the nursery.

Managers and staff gather detailed information from parents about their children so that they fully understand their individual needs and routines. This enables staff to plan effectively from the start of the child's placement. Staff support children's learning well, using their observations and assessments to identify children's future learning needs and plan an interesting curriculum for all children. Activities take into account children's interests and ideas.

Children show that they feel safe and secure in nursery. Their emotional and social well-being is nurtured by staff. Children receive lots of support from staff as they learn to understand their feelings and emotions. Clear and consistent routines and boundaries help children to understand what behaviour is acceptable in nursery. Staff recognise and celebrate 'wow' moments with children and praise good behaviour.

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

- Managers and staff work well together. They understand the benefits of sharing their knowledge and skills. Staff cascade new information gained from training courses to the wider staff team. Newer members of the team have mentors and are supported as they become familiar with all aspects of childcare. Staff well-being is a priority. Regular supervision enables managers to identify professional development opportunities to continually build staff's knowledge and skills.
- Parents speak highly of the staff and the service provided to themselves and their children. Regular parents' evenings take place to discuss children's development. Staff keep parents informed about their child's day and the activities they have enjoyed. They share ideas with parents for continuing their child's learning at home, and they keep them informed about their child's progress. However, routines for involving parents in completing the progress check for two-year-olds are still evolving.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff use their observations of children involved in play to identify possible gaps in learning. The special educational needs coordinator (SENCo) is passionate about her role and works with parents to ensure that children receive

additional support to enable them to make the best possible progress.

- Children like to recreate familiar experiences and pretend to cook pasta in the play kitchen. Young children place pots and pans onto the wooden saucepan rings and mix the pasta around in the bowls. They then share what they have made with staff and their friends. Older children delight in pretending to be doctors and nurses. They study x-ray slides of feet and teeth and take turns to apply bandages to their friends who are poorly. Staff support children's awareness of the different roles of nursing staff and immerse themselves into different roles, such as the receptionist making appointments.
- Young children show great interest in animals frozen in blocks. They explore what they can use to break the ice to get the play animals out and find wooden rods to tap the ice until it breaks. However, occasionally, children's emerging language and vocabulary are not fully extended.
- Children's health and well-being are well supported. Children's dietary needs are taken into account, and meals are nutritious. Children's independence continually grows through daily routines, such as making choices and serving their own meals. Children learn the importance of taking care of their teeth. They spend time talking about how and when they clean their teeth and practise those skills using a large set of play teeth with toothbrushes.
- Staff recognise the uniqueness of each child. They use information about children's cultural backgrounds to broaden children's awareness of the wider world. Resources and books reflect positive images of the world around them and reflect families that are different to their own.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff fully understand their responsibilities to safeguard children. They regularly access training to broaden their knowledge of the various signs that may indicate a child is at risk of harm. Managers and staff fully understand the procedures for making a referral to relevant agencies. This includes if they have a concern about the practice of a colleague. Effective procedures are in place to ensure that all areas of the setting, indoors and outdoors, are safe and secure. Children learn about their own safety and regularly practise the fire evacuation drill.

What does the setting need to do to improve?

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

- enhance routines for involving parents in completing their child's two-year progress check
- further improve teaching so that it consistently enables children to build their vocabulary.

Setting details

Unique reference number	2638897
Local authority	Warwickshire
Inspection number	10308625
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	2 to 4
Total number of places	60
Number of children on roll	52
Name of registered person	Proximal Education Ltd
Registered person unique reference number	2638896
Telephone number	01788 579263
Date of previous inspection	Not applicable

Information about this early years setting

Coton Park Day Nursery registered in 2021. The nursery employs 14 staff, most of whom hold appropriate early years qualifications ranging from level 2 to level 6. The setting operates from 8am to 6pm, Monday to Friday, all year round, excluding bank holidays and Christmas holidays. The nursery is situated in the Rugby area of Warwickshire. The nursery provides early education funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children, to find out about their time at the setting.
- The SENCo 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 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.

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