

Coogee Nursery School

Inspection report for early years provision

Unique Reference Number	EY291152
Inspection date	29 October 2007
Inspector	Myra Lewis
Setting Address	17 Burnett Road, Sutton Coldfield, West Midlands, B74 3EL
Telephone number	0121 352 0187
E-mail	
Registered person	Coogee Nursery School Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Coogee Nursery School was registered in 1985 and with the present owner since 2004. It operates from three rooms within a converted bungalow in Sutton Coldfield. There is a fully enclosed garden available for outdoor play. The setting serves the local and surrounding areas.

A maximum of 25 children may attend the nursery at any one time. There are currently 44 children on roll aged from two to four years. Of these, 16 children receive funding for nursery education. A programme of support has been developed for children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery is open each week day for 48 weeks of the year. Sessions are from 08:45 to 15:15 during school term times. A summer school operates during the school summer holiday period for children aged two to eight years from the local and surrounding areas. Sessions are from 09:00 to 13:00.

There are six members of staff who work with the children all of whom hold a relevant teaching or early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive in this child-friendly environment where highly robust procedures and routines are in place to meet the children's physical, nutritional and health requirements. The exceptional adult support and guidance helps children to develop an excellent understanding of good hygiene practices. They show an excellent understanding of the routines in place and show a clear understanding of the importance of hand washing before snack time, after toileting and after playing outside. Effective nappy changing routines are observed to meet children's individual requirements. Children will often bring their own potty into nursery which helps support individual toilet training programmes as discussed and agreed with parents.

Many excellent opportunities are provided for children to develop their physical skills. Good use is made of the outdoor play area because staff set up many activity areas which extends the learning environment for children. The children are taken out in small groups to explore all areas freely. They particularly enjoy looking over the back fence to watch as the trains pass by. Children have access to a vast variety of toys and equipment including cars, bikes and climbing apparatus enabling children to practise their physical control and co-ordination skills. They eagerly participate in adult-lead activities where they learn to follow direction. For example, children stop, start, jump and march to the sound of the tambourine. Children can rest or sleep according to their individual needs because staff are extremely sensitive to the needs of children in attendance.

Their health needs are very well supported as excellent, detailed procedures are in place, including information on notifiable diseases. Children are cared for in an extremely sensitive and understanding manner if they become ill because staff have an excellent understanding of current first aid practice. All staff hold relevant first aid qualifications and well-stocked first aid boxes are easily accessible both indoors and outside.

Children's health and dietary needs are extremely well met as parents provide written information about their child's preferences and specific requirements. Children are well nourished and hydrated as the group provides regular, healthy snacks and drinks, which they can access freely and independently. Staff are extremely diligent in following appropriate hygiene procedures whilst preparing snacks and drinks for children. Parents are asked to provide packed lunches for their children which are clearly marked and stored safely in the refrigerator. Staff have detailed discussions with children about healthy eating and talk about the importance of making good food choices. Older children are able to talk about 'good' and 'bad' foods and participate in a suitable variety of relevant activities such as making fruit 'smoothies'. Children enjoy relaxed, informal and sociable mealtimes where they sit together with staff who positively and consistently encourage children to learn good manners.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children flourish within this safe and vibrant environment which puts the needs of children first. Space is thoughtfully well organised so that they can move safely and independently throughout the nursery. Risks of accidental injury to children are minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. Children have a mature understanding of how to keep themselves safe, because they are gently reminded

about safety rules within the setting, such as not running inside and helping to tidy away toys to avoid accidents. Children are developing an awareness of fire safety through discussions, and by practising fire evacuation procedures. Children's understanding is further enhanced because staff use picture prompt cards of the escape route which positively supports the children of what to do in an emergency situation.

Children use high quality equipment appropriate to their age and stage of development within a very stimulating environment. Toys and equipment are abundant. Staff routinely check and clean toys regularly, ensuring that children play with safe, suitable equipment that meets safety standards. Detailed documentation and regular effective communication with parents contributes to children's overall safety.

Children are extremely well protected by staff, who have an excellent understanding of child protection policies and procedures. High priority is given to children's welfare. Stringent procedures are in place to ensure the safe arrival and departure of children is effectively managed and accurately recorded. Therefore, all aspects of children's safety is exceedingly well supported throughout all areas of the setting.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely well stimulated and enjoy their time at the pre-school. They make excellent progress because staff have a genuine understanding of how children learn and make progress. All children arrive happy and eager to participate. Close and caring relationships increase children's sense of trust and help them develop a strong sense of belonging. They develop their confidence and self-esteem especially at group time as they join in discussions about the events in their lives. They show high levels of sustained interest in what they do whilst playing within the Halloween role play area, pretending to make spells, dressing up in the witches hat and exploring bugs. Excellent relationships are encouraged. Children behave extremely well because staff set fair and consistent boundaries which provides an excellent environment to aid learning. Children have their individual needs met and the uniqueness of each child is highly valued. Their early communication skills are extremely well supported through good quality adult to child interactions. Staff plan an excellent range of activities for younger children which incorporate the 'Birth to three matters' framework. Young children's progress is monitored effectively and information gained used to inform the next step in their learning.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an excellent knowledge of the Foundation Stage curriculum and how to support and enable children to learn and make good progress. Teaching is very good for all groups of children with good staffing ratios in place, affording plenty of opportunities for one to one attention. Children behave very well and sit and listen at group circle times. Teaching is rooted in a secure knowledge of the Foundation Stage and a clear understanding of how young children learn and progress. Planning is detailed and easy to understand. It covers all required areas and embraces the 'Birth to three' guidance. Good systems are in place to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning.

All children are keen to learn, self-assured in their play and confident to try new experiences. They speak confidently in a familiar group situation such as circle time. Young children take

turns to take 'Alfie' bear home and talk about his visit to their home. Older children take a colourful empty box home and fill it with toys and objects they would like to talk about with their friends. This helps build children's self-esteem and forms strong home links with the nursery. The play rooms provide a print rich environment and the self-registration system encourages children to recognise their own name. Children settle in well because they are given time and space to adapt to the routine. Children are articulate and speak clearly. They are introduced to new vocabulary such as the witches 'caldron' and learn to say 'hello' in different languages. Children have regular opportunities to practise their early writing skills when painting and drawing. They practise writing for different purposes in the writing area and use forms and letters as part of their play. Some children are starting to write their own name, whilst younger children are beginning to form letters of their name. They use and handle small tools effectively and with increasing control to build and make objects. For example, using spoons skilfully to remove seeds from the pumpkin and construct using Lego bricks.

Children gain confidence in using numbers in their play and respond enthusiastically to planned and daily routines to develop their mathematical language and understanding. They enjoy a variety of practical activities including stories, songs, games and pattern making. They are beginning to use their fingers to help them count when counting together with good adult support. Children show interest in technology as they have access to a broad and stimulating range of information technology resources to support their learning. Children learn about the significance of different festivals and customs and taste a variety of food, fruit and vegetables from various countries.

Children move in a variety of ways including hopping, jumping and marching. A high level of adult supervision ensures children meet physical challenges such as balancing on one foot with increasing control. They show respect for each other's personal space when playing together. Children can pedal backwards and forwards on bikes with competence and skill. Children use a variety of resources such as paint, crayons, and glue and collage materials. They use rollers and cutters to shape and mould play dough. They listen to music and respond to instructions, such as, "stop, start, jump, and march to the tambourine sound.

Helping children make a positive contribution

The provision is outstanding.

Children are extremely well settled in this happy, caring and stimulating environment. All children are valued for their individuality and made welcome. They receive excellent care according to their respective requirements. They are developing excellent social skills, as they learn to share, take turns and show consideration for others. Staff gently prompt children to say 'please' and 'thank-you' and offer praise for good manners.

Staff have high expectations of behaviour and children's behaviour is excellent. Staff set consistent boundaries which help the children to take responsibility for their own behaviour and negotiate appropriately with other children and adults. There is a strong commitment from the staff team to ensure all children are included. Staff act as positive role models, they treat children equally and with respect. They listen to what they have to say and respond with genuine interest to their needs. This helps build children's self-esteem and strongly encourages all children to develop a good sense of belonging.

Children's spiritual, moral, social and cultural development is fostered. The children have extensive opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the nursery and outings to local places of interest.

Resources clearly reflect positive images of diversity. Children are actively encouraged to bring items from places they visit with their families. Children learn to show consideration towards one another and acknowledge people's differences. Staff and children are encouraged to wear the Coogee uniform which helps provide a positive sense of identity and pride.

Partnership with parents and carers regarding nursery education is outstanding. An excellent partnership with parents contributes significantly to children's well-being in the nursery. Parents' views about their children's care and learning are actively sought when children are admitted and throughout their time in the setting. Parents receive a prospectus which includes information on the Foundation Stage and reference is made to the early learning goals. Staff operate an open door policy and welcome parents into the setting. Children benefit from the involvement of their parents in themes and topics which contribute to their good health, safety and support their learning.

Children are divided into three age groups with a key worker who is responsible for ensuring parents know how their child is progressing and developing. There are effective systems in place to seek and involve parents in their children's learning. Regular consultation with parents through daily contact, detailed questionnaires to formally feedback their comments to the nursery. The children's daily routines and excellent variety of activities are shared openly and communication with parents is effective.

Organisation

The organisation is outstanding.

Children's care is significantly enhanced by the exceptional quality of organisation and the excellent leadership and management of nursery education. They are extremely happy and well-settled because the routine is designed to ensure children have many opportunities to develop their own ideas and play. Children benefit from a committed and stable staff team who work extremely effectively together. The manager is exceptionally supportive of staff and actively encourages staff to further extend their knowledge and skills through further training opportunities. Detailed, well-written policies and procedures help to protect children, promote their well-being and develop their potential.

Leadership and management of nursery education is outstanding. This contributes to children making excellent progress towards the early learning goals. Children benefit from highly qualified and skilled staff who are effectively inducted. The excellent appraisal system ensures that the nursery's comprehensive policies and procedures are consistently applied. The manager works directly with the children, she values staff who plan effectively to fully support children's learning. As a result, activities are interesting, varied and stimulating. Staff meetings ensure good practice and areas for improvement are openly shared and identified. All staff are committed to deliver a unique, quality learning experience for all children in attendance. All required documentation, which contributes to the children's health, safety and well-being is in place and is regularly reviewed. Staff are committed to continuous improvement so that children's potential is fully maximised.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Care

At the last inspection the setting was required to: Develop the range of activities and resources that promote equality of opportunity and anti-discriminatory practice; keep a written record of medicines given to children and request written permission from parents for seeking emergency medical advice or treatment.

In response to the recommendations made the provider has extended the range of activities and resources that promote diversity. The provider has built up a range of resources from a variety of other cultures with the help and support of parents. There is good evidence of positive images around the playrooms and different celebrations reflected in planning. Appropriate procedures have been introduced to ensure written consent for the giving of medicines and for emergency medical treatment or advice is in place. Parents provide written emergency consent on admission and complete a relevant medication form when requesting the provider to give medicine to their child/children.

Nursery Education

At the last inspection of nursery education the provider was required to provide more opportunities for children to experience their wider environment and awareness of print around them.

The provider produced an action plan to address the key issues raised. Trips into the local area are incorporated within planning, which staff risk assess and which involve parental participation. Staff provide a print rich environment for children through the effective use of labelling. Toys and equipment are clearly labelled and children each have their individual name cards that are used throughout the day for routine activities and to support their early mark making skills.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any further action to meet the national standards. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk