

Coogee Nursery School

Inspection report for early years provision

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Inspection date

31/03/2011

Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Coogee Nursery School was registered in 2004 and operates from three rooms in a bungalow property, in a residential area close to Streetly, near Sutton Coldfield. The nursery is accessible to all children and there is a fully enclosed outdoor area for outdoor play.

The nursery opens Monday to Friday during term time and operates a holiday club for a few weeks in the summer. Sessions are from 8.45am until 3.15pm. Holiday club operates 9am until 1pm. A maximum of 25 children may attend the setting at any one time. There are currently 50 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children over five years to under eight years. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery provides funded education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of childcare staff. Of these, all hold an appropriate qualification to Level 3 or above, The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for all children in the Early Years Foundation Stage attending this homely, welcoming nursery are outstanding. Excellent focus is given to learning both in the indoor and outdoor environments and organisation of resources enable children's success and enjoyment. Practitioners are passionate and dedicated about their work and clearly enjoy working with children and their families. Equality of opportunity and inclusion underpins every aspect of this inclusive nursery. Partnership working between parents, providers and other agencies is a major strength of the nursery and given high priority, ensuring children are safeguarded and their needs met. Sustained, ongoing improvement and well-targeted future plans are evident because of the owner and practitioner's ambition and endeavours to provide high quality care and education for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further and building on the highly effective self-evaluation to maintain the highest standards.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given excellent consideration. Practitioners prioritise children's well-being and are very confident in the effectiveness of procedures regarding allegations of abuse and reporting child protection concerns. Collaborative working with key agencies is exemplary, as practitioners follow Local Safeguarding Children Board procedures with vigilance, efficiency and respect confidentiality. Excellent infection control measures and detailed risk assessments ensure children's health; safety and well being are extremely well considered. For example, effective signing in systems for children and adults are in place and an excellent, risk assessment for the premises and outings helps children anticipate potential hazards. Issues relating to accidents, incidents and children's behaviour are regularly monitored through team meetings to ensure effective procedures are in place if required. Robust recruitment, vetting procedures ensures high calibre practitioners are recruited and a thorough induction enables them to settle into the close, existing team. Practitioners have clearly defined roles and responsibilities, supporting and supporting each other as required.

Motivational leadership and team work, ensures the nursery runs smoothly on a day-to-day basis and is reflected in the nursery maintaining their outstanding judgement. Practitioners are reflective, inspirational and all hold high aspirations for quality that underpin all aspects of care and education in this nursery. Excellent outcomes for children can be clearly attributed to innovative use of high quality, sustainable resources and deployment of practitioners. For example, there is a superb balance between indoor and outdoor play as children have use of highly resourced areas. Relationships with parents and carers are nurtured and promote the importance of family, continuity and community. Parents and carers receive individual guidance about precise ways they can support their children's learning. This is supplemented with daily conversations, diaries, newsletters, consultation meetings and a very informative website.

Children easily settle in to this nurturing environment because practitioners prioritise children's happiness. Preparation for starting nursery is excellent as families are offered sensitive settling-in procedures and staff are on hand to offer additional support. Transition arrangements for the next phase of children's education are extremely well supported through effective links with local schools and other settings. Consultation meetings are held with parents and carers in preparation for all children and individual children's folders are shared with the settings in preparation for transition. Parents and carers speak extremely highly of the nursery, impressed by the dedication of practitioners and state the 'nursery has very approachable staff and the children settle in well'. Another parent states 'that the staff are very tactile with the children and offer excellent support to the children'. Inclusive practice is very effective as practitioners have an exceptional knowledge of each child's background and needs. The appointed Special Education Needs Coordinator is very confident and professional in modelling good practice, ensuring early intervention is successful. The learning environment is constantly being evaluated and improved. Practitioners constantly consider how to enrich this further to maintain their exceptional high standards. Evaluation procedures and

plans for the future are focussed, very detailed, and meaningful as all practitioners and parent views are used to ensure all aspects of the Early Years Foundation Stage are considered and high standards embedded. Children's views are sought and their ideas influence change, for example, changes to the outdoor environment and experiences within the rooms.

The quality and standards of the early years provision and outcomes for children

Children make excellent progress in the Early Years Foundation Stage because inspirational teaching motivates children. They play an active role in their learning, offering their ideas and resulting in a busy nursery with a vibrant atmosphere. Children direct their own play. Children can help themselves to resources to enhance their play, such as, experimenting to see if their trucks get stuck in the muck as in a particular story. Planning, ongoing assessments and evaluations of all children's progress are embedded in reflective practice and used very effectively to guide future activities. For example, tracking of children's play interests ensures activities are detailed, focussed and incorporate the six areas of learning. Children's starting points are recorded by their key worker and parents using a 'tell us about your little star' and 'all about me' profiles. This includes information about children's play preferences, home language and their emotional support needs including comforters. Excellent, trusting relationships between practitioners and children are evident because practitioners take time to listen to children's conversations and aspirations with interest and sensitivity. Children's progression through the nursery is marked by a leaving celebration prior to moving on.

Children's behaviour is exemplary and children are beginning to show an excellent awareness of responsibility within the setting and empathy with each other. For example, children spontaneously comfort other children who are upset. Circle time is used very effectively for a variety of purposes, for example, to look inside a sparkly bag that evoked further discussion as to the origin of the bag. The children were very good at finding an item from the bag and naming a rhyming word, for example, glue, blue and plug, rug. Children love being the helper of the day and enjoy wearing a badge and ringing bells when it is time to tidy up. Special events in children's lives are celebrated, including birthdays and festivals. Children demonstrate excellent literacy skills as they sit very attentively enjoying a story where new vocabulary is introduced and discussions about chapters and book marks. Staff articulately explain the meaning of words, such as, rare, which was explained as not many being around. Children are confident speakers and confidently share their memories of how they get fit and what happens when the practitioner loses her voice. Children demonstrate excellent pre-writing and concentration skills as they write for a variety of purposes. Many of the pre-school children are able to write recognisable letters and some are able to write their names. Children enjoy music and playing instruments. Children build with enthusiasm and imagination as they describe making a building by sorting the bricks into colours. Overall, children are developing excellent skills to support their future learning particularly in communication, language and literacy and problem solving.

Children's specific health, dietary needs and allergies are vigilantly regarded by all practitioners and detailed documentation is completed and updated. All practitioners have a current paediatric first aid certificate ensuring they can deal with emergency situations appropriately. Children are developing a strong sense of personal safety. For example, children are gently reminded not to get off swings until they have fully stopped and have a very good awareness of the emergency evacuation procedure. Healthy eating is the focus of snack time, which is very well organised. For example, children help themselves by pouring drinks and choosing their snack from the daily helper. Younger children are very well supported with the snack time routine and helped to choose their drink and pour into their cups. Mealtimes are a sociable occasion where learning opportunities continue. Children have excellent opportunities to appreciate fresh air and exercise. The extensively resourced area has plenty of resources to ensure that the children's outdoor experiences can enable them to be able to learning in the outdoor environment. For example, children are able to talk to each other and play inside 'Coogee Street' and water the plants, fruit and vegetables using water from the water butt.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met