

Coombe Valley Nursery Callington

Coombe Valley Nursery, Granite Way, Moss Side Industrial Estate, CALLINGTON, Cornwall, PL17 7SB

Inspection date

Previous inspection date

02/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

1

The contribution of the early years provision to the well-being of children

1

The effectiveness of the leadership and management of the early years provision

1

The quality and standards of the early years provision

This provision is outstanding

- The management team encourage and support staff very well. They lead the team with a sharply focused vision for continuous professional development.
- Teaching standards throughout the nursery are consistently very high, and as a result, children flourish.
- Staff are very responsive to children's needs. They are excellent role models, helping children to develop considerable confidence and feelings of security, so they explore their highly stimulating environment enthusiastically.
- Staff provide an extensive range of resources that children use independently, and which appeal to children's varied interests and learning styles, so they are well motivated to learn.
- Staff help children develop positive attitudes to learning. They prepare children thoroughly for the next stages of learning, and the transfer to school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children engaged in independent and adult-led activities.
- The inspector conducted a joint observation with the manager of an organised, staff-led activity.
- The inspector sought the views of parents and children through discussions and reading summaries of parental questionnaires.
- The inspector scrutinised sample documents relating to children's progress and development.
- The inspector toured the inside and outdoors of the nursery premises with the manager.

Inspector

Tristine Hardwick

Full report

Information about the setting

Coombe Valley Nursery Callington is privately owned and has a sister nursery in Launceston. It is run by Coombe Valley Nursery (Callington) Ltd. It registered in 2010 and was re-registered in 2014. It operates from purpose-built premises in Callington, Cornwall. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years register. It offers free early education funding to children aged two, three and four years. There are currently 55 children on roll, aged from under one year to under five years. The nursery supports children with special educational needs, and children who speak English as an additional language.

The nursery is open Monday to Friday from 7.15am until 5.30pm, all year round. There are nine members of childcare staff employed to work with children in the nursery. The manager has early years practitioner status, and seven of the staff hold appropriate early years qualifications. A cook and cleaner are also employed.

What the setting needs to do to improve further

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

- enhance childrens understanding of how children and families differ through making full use of children's varying backgrounds and cultures to broaden their understanding of the world, such as by helping them understand that words are written in different ways in other languages.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is of a consistently very high standard. Staff take time to get to know parents and their children extremely well. A thorough introductory process helps parents understand what to expect from the nursery, and how and why staff gather information about children before they start. Staff work closely with parents and carers to ensure key staff are familiar with children's home lives and things which are important to them. For example, parents provide detailed information which staff follow carefully. This process helps staff to begin to understand children and develop strategies which fully support their learning needs from the moment they start, so no time is lost. Staff operate a successful system where parents and children form secure relationships with one member of staff in particular, so each child is special to someone. These secure relationships help to make sure staff fully understand individual children for whom they take special responsibility, and help parents feel comfortable to discuss any general concerns they may have about their child. This leads to children's learning and development needs being met extremely well, and children flourish.

Teaching standards are consistently high throughout all rooms. Staff understand thoroughly how children develop. They implement strategies to help them cope with different situations. When new children begin, staff set up specific activities in the home corner which will be familiar to new comers. This arrangement helps them to settle quickly, developing feelings of security, so they are ready to learn. Staff focus carefully on supporting children's personal, social and emotional development. They encourage children to express themselves in a variety of effective ways, such as through the use of art. Staff use children's pictures to help gain deeper understanding of their emotional well-being. The activity provides a good platform to discuss other issues which may affect children and their ability to learn, for example, the birth of a new brother or sister.

Staff seize chances to promote children's communication and language development at every opportunity. They talk to children constantly, and seamlessly draw this area of learning into all children's experiences. For example, when toddlers played on a ride-on toy horse, staff sang nursery rhymes which linked to horses. Children copied staff, so they developed their language skills when they sang along. As staff maintain children's focus, they skilfully introduced further learning to support language development. For example, during a shape-sorting activity, staff asked children about different colours and shapes, linking the shape to familiar objects, such as letter boxes or the colour of clothes they were wearing. This shows how staff introduce language linked to children's learning about early mathematics and of the world around them. However, staff do not make the most of children's differing backgrounds and cultures to help children learn that families differ, to enhance this area of learning. For example, they do not draw children's attention to the different ways in which familiar words may be written.

Staff expertly introduce challenging learning into simple activities, to make sure that older and more capable children are encouraged to think. For example, staff extended an activity by asking children to decide who was the taller between two members of staff. Children responded enthusiastically, and gained understanding of this basic mathematical idea. Such teaching and learning helps children be well prepared to begin formal education.

Staff plan rich and varied experiences for children so they continually achieve. Staff provide focused and well-targeted planning to ensure children's individual needs are continually met. They have an accurate understanding of what children are capable of achieving, though a thorough assessment system. They are confident in seeking additional outside support when necessary. For example, specialist professionals attend the setting to monitor and support children with various needs. Staff have established highly successful ways that engage parents in their children's learning. When necessary, appropriate specialist input is sought as soon as possible to further support children.

The contribution of the early years provision to the well-being of children

Staff are excellent role models. They treat each other and the children respectfully, and children copy. As a result, children behave extremely well. For instance, they are regularly heard to say 'please' and 'thank you' to each other without reminders. Staff listen

attentively to children and respond in a manner that they can understand. During activities they adapt their language to children's differing levels of understanding. For example, during a painting activity staff talked with young children using simple words, such as 'soft' and 'squidgy' to describe how the paint felt, so introducing them to new descriptive language. As a result, all children, including those learning English as an additional language, develop their confidence and interact well with other children and adults alike, because they understand what is expected of them.

Staff take time to build solid relationships with all children, but in particular their own core group. As a result, children continue to develop feelings of security and a sense of belonging within the entire nursery group. Staff use small-group activities to ensure children have one-to-one time with their special person. This arrangement helps to further cement relationships, and helps staff to identify and meet children's changing needs and abilities as children grow and develop. Staff have a calm and confident manner which provides reassurance to children. Children are extremely well settled and engage in activities with great confidence.

Staff encourage children to become independent by completing simple tasks on their own, such as going to the toilet. They are close by if support is needed. For example, some children decided to put on wellington boots to wear outside in case their shoes became wet whilst watering the tomato plants they have grown. Staff not only agree with their decision, but used the opportunity to draw in further learning by teaching them to recognise their shoe size and match it to the boots. This shows staff value children's thinking. This encourages children to make decisions for themselves, which is a valuable attribute for their future lives.

In the secure outdoor area staff provide rich learning opportunities for children by providing a highly stimulating environment. Children independently choose which activities they find interesting, because staff make these readily accessible. Such a variety of resources actively encourages children to develop their larger muscles and expel excess energy. A range of balancing blocks and different terrains, including grass and concrete, help children learn how to control their bodies and act safely. They manoeuvred competently around different obstacles. They developed and practised physical skills effectively as they did so. They used resources, such as building blocks, to challenge themselves to take risks in a safe way. Staff use the outdoor area well to help children learn about healthy living. Children begin to develop an understanding of why they should exercise and the effects it has on their bodies. The nursery's cook provides home-cooked, nutritious meals and snacks for children during term time. She understands which children have specific dietary requirements and devises special menus accordingly, so all children's health needs are accommodated well.

Staff ensure meal and snack times are very social occasions. They sit with children to eat their lunch and have high expectations of children at such times. For example, staff demonstrated how cutlery should be used and required table etiquette, such as sitting well. In such ways, staff skilfully help children be ready for their eventual move to school.

The effectiveness of the leadership and management of the early years provision

The manager has an expert understanding of her role and responsibilities. Her dedication and enthusiasm runs throughout the nursery. Staff amplify her vision and similarly strive for excellence. They constantly review, evaluate and enhance their systems. Staff demonstrate a commitment to ongoing professional development and training in order to further their qualifications and enhance the quality of their teaching. Staff receive expert support and encouragement from the manager through ongoing supervision and guidance where relevant. Furthermore, staff actively seek additional support and guidance from specialists for children with special educational needs. As a result, expert care is provided for all children. The overall qualifications of the staff team have a positive effect on their quality of teaching, which is consistently of high quality. This quality underpins the quick progress children make. The provider meets all the learning and development requirements effectively.

The provider has an excellent understanding of the safeguarding and welfare requirements, which are implemented to a high standard. She has robust recruitment procedures to ensure staff suitability. Expert consideration is given to the specific requirements of the nursery. For example, the manager is aware of specific risks in the outdoor area and ensures that at least two staff are present in this area at all times. Such attention ensures that the supervision of children is consistently excellent in order to keep them totally protected. Furthermore, the manager is extremely aware of her responsibility to ensure the safety of the premises. Robust visual checks and risk assessments are undertaken on a daily basis for each room. This thoroughness ensures that the premises are suitable and safe prior to children entering the nursery, and through the day. The provider implements thorough child protection systems. Staff understand their responsibility to protect children from harm. All receive training on current child-protection procedures. They fully understand the nursery policy and relevant procedures are implemented quickly when required.

Staff recognise the importance of establishing and sustaining partnerships with parents, which they do highly effectively, along with partnerships with outside agencies. The provider regularly seeks parents' views on the provision to help evaluate practice accurately. Staff record children's daily achievements meticulously, and compile fortnightly progress records which are shared with parents. At the end of each term, parents are given more detailed written updates of their children's development and areas for further development. This means parents are kept extremely well informed of their children's progress. The information is closely monitored by staff, and the process results in children progressing quickly. As a result, excellent relationships have been developed which has positively affected the continuity of care provided for children. Staff hold special days at the nursery, for example, to help all parents feel comfortable when attending the nursery. Additionally, staff have well-established partnerships with a number of schools in the local area. These help to ensure children are very well prepared for the transfer into their reception year at school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY476238
Local authority	Cornwall
Inspection number	966026
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	55
Name of provider	Coombe Valley Nursery (Callington) Ltd
Date of previous inspection	not applicable
Telephone number	01579 382937

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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