

The Covey Nursery

Inspection report for early years provision

Unique reference number

EY269792

Inspection date

26/05/2011

Inspector

Carol Cox

Setting address

Unit 6, Baileys Court, Webbs Wood Road, Bradley Stoke,
Bristol, Avon, BS32 8EJ

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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

Covey Nursery was registered in September 2003. It is located on the first floor of a self contained unit, on a small commercial estate in Bradley Stoke. It is one of two privately owned childcare settings owned and managed by Covey Childcare Ltd. The other, Covey Pre-school, is situated opposite the nursery. Children attending the nursery are given priority on the Pre-school waiting list. The nursery is registered on the Early Years Register to care for a maximum of 30 children in the early years age group at any one time. The nursery is also registered on both the voluntary and compulsory parts of the Childcare Register.

The nursery is open between 8.00 am and 6.00 pm from Monday to Friday for 50 weeks of the year. Children attend from local and wider geographical areas of Bristol. There are currently 45 children on roll, none of whom receive funding for early years education. The nursery supports children with special educational needs/disabilities and those who have English as an additional language.

There are 11 members of staff who work directly with the children. Of these, all hold appropriate childcare qualifications. The manager is currently completing an Early Years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy at the pre-school and become eager and enthusiastic learners who make good progress in relation to their starting points. Their individual care, learning and development needs are generally well met through effective partnerships built with parents and other services. Staff members are well-qualified and attend regular training to ensure their knowledge of how to best support children is current. The owner, manager and her team make thoughtful on-going evaluations of the provision and identify areas for development; the setting clearly demonstrates good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with, and parental responsibility for children 17/06/2011

To further improve the early years provision the registered person should:

- extend the range of natural and recycled materials to stimulate and challenge children's imaginative play
- develop further the garden to offer extended opportunities for children's play and learning

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff members have a clear knowledge and understanding of how to recognise the signs and symptoms of different forms of abuse. They are generally confident of the appropriate action they should take should they have concerns about a child. Children's safety is further secured by the robust policies and procedures in place. For example, there is a rigorous staff recruitment procedure in place to check the suitability of adults. All students are carefully checked before placement and supervised throughout. Most necessary records and documentation are in place, however, staff do not yet obtain information about who has legal contact with the child; and who has parental responsibility for them. This is a breach in the welfare requirements of the Early Years Foundation Stage. The staff appraisal system supports the setting by identifying training and development needs. High staff ratios ensure that children are consistently well supported and an emergency bank of staff provides continuity of care. Careful self-evaluation and regular reviews of practice provide the owner and manager with the information they need to identify areas of future developments. Action plans clearly demonstrate the setting's commitment to continuous improvement.

Children enjoy easy access to a range of resources which are carefully stored; this means that they start to select toys, materials and equipment to support their activities. However, there is a limited choice of natural and recycled materials to provide stimulation and challenge. The playroom is spacious and inviting and children enjoy playing in the garden downstairs. Risk assessments are made of all aspects of the provision, although some lack detail. Children practise the fire drill regularly with members of staff and are clear about the procedure. Staff build effective relationships with parents who are highly valued as partners in children's care. The owner and manager have experience of working with other professionals to meet children's needs and use their knowledge and advice to provide children with best learning opportunities and environments. Each child's cultural and social needs are carefully identified and reflected in the nursery. For example, staff use words from a child's home language to support her personal needs. Equality and diversity issues are promoted. All children in the nursery celebrate festivals and events special to them. In this way children begin to understand and enjoy aspects of other people's lives and the diversity of life.

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

Children benefit from a well-balanced range of activities carefully planned to offer opportunities for learning in all areas. Children generally make good progress in their learning and development. Key persons maintain carefully documented learning journals to record children's achievements and identify next steps in learning. The learning journals inform planning of activities and clearly demonstrate the progress children make in all areas of learning. Staff have a deep knowledge of each child in their key group and understand how to promote their learning based on observations and children's own interests. For example, a child enthusiastically sweeps the ground in the garden, he notices a magnifying glass and picks it up to closely examine a leaf. In the baby area a member of staff explains how a baby enjoys sitting up to watch older children play, she props up the baby so she can see all around the room. Children develop good language skills when chatting with staff about their activities, they learn to listen carefully and identify sounds. One child says 'shush' with a finger on her lips, we listen carefully and she says 'that's an aeroplane!' Children use number skills when counting how many times they kick the ball or match the number of mugs children have at the snack table. Children are imaginative and use everyday situations to create their own stories. For example, when helping to set out chairs for story time two children decide to make a bus and go on a journey, they talk about going to the zoo but decide to go to the beach! When children move on to the pre-school their transition is eased through a carefully planned series of visits, gradually spending more time in pre-school. Parents share in their children's learning by taking learning journals away on holiday so they can add comments and photographs of children's experiences. Children benefit from visits in the local community and learn about other people's lives. Overall, children make good progress in the skilful care of the manager and her staff.

Children learn about keeping themselves healthy through the nursery routines and activities. They benefit from fresh air and outdoor play all year round, wet weather gear and wellingtons are provided for all. Children enjoy healthy and nutritious food and drink which meets their individual dietary needs. In their garden they are growing beans and tomatoes and enjoy regular cooking sessions. Their personal needs are met in full consultation with parental routines, some children sleep as long as they like, others are woken from naps as requested. Children learn about keeping themselves safe, for example, when descending stairs to the garden they know they must wait for adult support. Generally children behave very well; they are busy and occupied and benefit from good interactions with the adults around them. Staff have a clear understanding of how to help children resolve differences, when to intervene and when to let them settle the matter themselves. Their pictures decorate walls and their suggestions are carefully listened to, thus they contribute to their setting. Children make choices and learn to express their needs and feelings. They develop good skills to support their future learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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

The Covey Pre-School

The Covey Pre School, Unit 4, Baileys Court, Webbs Wood Road, Bradley Stoke, BRISTOL, BS32 8EJ

Inspection date	20/06/2014
Previous inspection date	11/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The strong management team have effective systems of self-evaluation and staff development, which enables them to strive for high quality outcomes for children.
- The good key-person system provides children for whom English is an additional language and those with special educational needs or disability with an adult that understands their uniqueness and promotes their well-being very effectively
- Staff teach children good mathematics skills, particularly, size, number and shape.
- Staff make precise assessments of children's development and using their exchange of information with parents and other professionals, meet children's learning well.

It is not yet outstanding because

- Staff do not always promote literacy activities to extend children's reading and writing skills in preparation for school.
- Although children generally acquire good communication skills, there are some missed opportunities to promote children's widening vocabularies.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection and of the providers self-evaluation.
- The inspector held meetings with the senior managers of the pre-school.
- The inspector completed a joint observation with the deputy manager of the pre-school.

Inspector

Dominique Bird

Full report

Information about the setting

Covey Pre-School registered in 1993 and operates from a playroom in a converted barn, in Bradley Stoke, South Gloucestershire and is part of Covey Nursery setting. The pre-school is open five days a week, 8am to 6pm, 50 weeks of the year. There is an outdoor play area within its nursery on the same site. The pre-school is registered on the Early Years Register. The pre-school support children with special educational needs and or disabilities. There are eight members of staff all of whom hold appropriate early years qualifications including one member of staff who has achieved Early Years Professional Status. The pre-school gets funding for the provision of free early education for children aged three and four-year-olds.

What the setting needs to do to improve further

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

- develop the literacy activities to extend children's reading and writing skills in preparation for school

- enhance the staffs questioning techniques, for example, by using more open questions to better promote children's widening vocabularies.

Inspection judgements

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

The staff have a good understanding of how to support children's learning effectively through planned activities. They take account of children's interests and use information gained from regular observations to deliver stimulating activities. For example, staff set out resources for large movement play for children that like to run around and burn off energy. Staff give clear guidance to help children understand how to fit pieces of puzzle together. They encourage children to think of ways to match the pieces, for example, by matching the things in the pictures. The staff skilfully use the large group activities, such as group time, to encourage children's talking and listening. They model how to talk by saying the names of objects in a basket. Staff allow time for each child to practise speaking in the group while they hide objects from the basket and encourage children to guess what is missing. They sensitively encourage those children who are still growing in self-assurance and praise all for their effort and achievement. Therefore, children develop the skills in listening, understanding and speaking through these activities.

Staff support children's language and communication skills by asking questions and by ensuring all children have equal opportunities to respond. However, the use of closed

questions at times is limiting the children's opportunities for further development of their communication skills. Staff reinforce learning covered during earlier activities, for example, when in the garden they look at the sunflowers they planted earlier. They support children's recall by talking to them about how they planted them, which in turn makes children talk freely about how they grow and their features such as what their petals look like. Children maintain concentration and participate willingly throughout the activities because staff are skilled at engaging them fully. This means that the staff are adept at helping children to develop a good disposition to learning. Consequently, children make good progress in their learning and development.

Staff invite parents to play an active part in the initial assessment of children's development when they start in the pre-school. An All about me booklet is filled in with details about children's development and their interests. Staff plan activities around this information to help children during the settling-in phase. Subsequently, they discuss children's learning with parents in daily feedback and agree the next steps for further learning. Parents offer suggestions based on the progress reports. Staff promote the recognition of children's first languages and this helps them to develop skills in understanding and speaking English. For instance, staff often use visual aids and sign language to communicate. This means that children have a sense of belonging because they have helpful clues while they learn English. Staff provide books in children's home languages. This approach of bilingual communication helps children to develop a firm foundation for their future learning.

Staff have discussions with parents about how they can best support children's skills in preparation for starting school. They share the understanding of helping children to develop independence skills in preparation for school. The staff set up activities in different sections of the pre-school on a daily basis. They follow children's lead to put out resources they have chosen for play. Therefore, there is a wide selection according to children's interests to promote play on their own, or with peers. All areas of learning are promoted effectively through the availability of a wide range of good quality resources. Therefore, children's play and learning are effectively supported in the pre-school.

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

The settling-in period is tailored to individual needs because staff allow time for children to grow use to the pre-school. This means children have ample time to form strong bonds with key persons who are assigned to each child. The staff work closely with its sister nursery and transition is a gradual process from when children reach two years old. As a result, children experience a smooth transition from nursery to the pre-school. Owing to the time allowed for some children to settle, their movement into the pre-school is a good learning experience for those who already attend. They learn to accept new children and to form friendships that foster good relationships with their peers. During the summer term, staff liaise closely with teachers at local schools where children are going to attend. When children are preparing to start school, their new teacher visits them at pre-school and the pre-school share their knowledge of the children's learning and development. Consequently, children are well prepared emotionally for their move to school.

Staff use age-appropriate methods to promote children's behaviour and place emphasis on a consistently positive approach, such as shaking a tambourine to seek children's attention and as an indication that it is time for them to tidy up. Therefore, children receive guidance and support that promote their good behaviour at all times. Children learn about healthy options due to the provision of wholesome snacks and meals. Staff competently promote children's self-help skills by encouraging all to serve themselves fruit. However, at other times of day, children's independence is less well promoted such as when dressing themselves to go outside.

The daily routine includes physical play in the outside area. Children learn about the importance of exercise as they run around during outdoor play with staff and peers. They take risks, such as balancing on walking stilts with the support of staff. This means children have opportunities to develop balancing skills as they focus on walking across the garden, under close supervision. Therefore, children gain confidence while developing their large muscle skills. On occasions, staff arrange a fitness club for children. While walking to the garden, children learn how to keep themselves safe when crossing the car park. The wealth of learning experiences contribute to a stimulating environment, which is well resourced with good quality toys and equipment. Therefore, children enjoy their time in the pre-school where their emotional well-being is effectively promoted.

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

The arrangements for safeguarding children in the pre-school are good. The management team and staff are well informed about their responsibilities to protect children in their care. This means children are kept safe. The manager and staff interact with one another in a professional manner. Consequently, they create a pleasant atmosphere and they are good role models for children whose well-being is effectively promoted. These are some of the procedures included in the operational plan for the pre-school and staff read these during their induction. The senior management team follow the safer recruitment procedures to appoint new staff and they ensure all are vetted for suitability. They implement rigorous procedures to clarify that staff remain suitable to work with children.

The management team has a well-developed understanding of the learning and development requirements. Good progress has been made with regard to previous recommendations, in particular to review children's learning and development. Therefore, children's learning is well supported. Regular team meetings provide opportunities for all staff to critically evaluate the organisation of the pre-school.

Parents contribute to the self-evaluation of the pre-school. They complete questionnaires and spontaneously give comments for the planning. Staff regularly ask children about the activities they enjoy and use the information to plan for further learning. The partnership with parents is good. The management team provide a wide range of information and materials for parents. The key persons share information daily and develop successful working relationships that support children's learning and care well. Parents are pleased

with the progress children make in the pre-school and they comment positively on the emphasis placed on social interaction. They trust the staff to prepare children for moving on to school, however, some feel their children could be further challenged in their reading and writing skills. Staff work regularly with other professionals to share information about practice. They have an awareness of activities delivered in other settings and how to complement these in the pre-school to support children's individual development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	136095
Local authority	South Gloucestershire
Inspection number	842986
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	38
Name of provider	Covey Childcare Limited
Date of previous inspection	11/10/2010
Telephone number	0117 9794190

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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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