

Copthorne Kinders

LA Fitness, Copthorne Road, Copthorne, CRAWLEY, West Sussex, RH10 3PG

Inspection date	27/11/2014
Previous inspection date	19/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Strong relationships with parents ensure that information is shared well between home and the nursery, enabling staff to have a strong understanding of children's starting points for learning.
- Strong relationships between staff and children promote a happy environment in which children feel safe and secure.
- The manager demonstrates a clear drive for improvement through the use of robust self-evaluation systems, taking into account view of parents, staff and children.
- Children convey a strong understanding of risks in the nursery and behave in a manner that demonstrates they know how to keep themselves safe.

It is not yet outstanding because

- There are occasions when staff do not allow children good amounts of time to answer questions to extend their language skills.
- Children do not always have opportunities to extend their writing skills as they play.

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 voluntary and compulsory parts 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 inside and outside play areas.
- The inspector completed a joint observation with the manager of an activity in the outside provision.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of staff working with children, as well as the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Kerry Lynn

Full report

Information about the setting

Copthorne Kinders is a privately owned crche and nursery. It registered in 2007. The nursery consists of one large room split into a baby and sleep area, a cosy carpet play area and a messy/creative area. Children move freely throughout the areas but also take part in focused, age-appropriate activities during times where segregation occurs. There is also an enclosed outside area. The nursery is situated within LA Fitness Health Club in Copthorne, Crawley in West Sussex. It is based on the first floor of the health club and is accessed via stairs. Staff make use of health club facilities and surrounding woodland to extend children's experiences. A crche runs from 9am to 12pm and 3pm to 6pm on weekdays all year round. The nursery is open on weekdays from 8am to 6pm all year round. The nursery is equipped to take children from three months to 13-years-old. Some older children are collected from school and brought back to the nursery for an after school club. The nursery has a car that is used solely for school pick-ups. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The registered provider is also the nursery manager. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are currently 35 children on roll. The nursery employs eight staff. Six staff hold relevant qualifications at level 3, one is qualified at level 2 and one member of staff is unqualified.

What the setting needs to do to improve further

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

- further develop the provision of resources during free play to enable children to practise writing for a range of purposes

- enhance consistency in teaching by giving children more time to answer questions to develop their language skills.

Inspection judgements

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

The quality of teaching is good. Staff optimise learning potential by honing in on children's interests on the day. For example, when children saw a spider they counted its legs, took a photograph with a digital camera, engaged in discussion and took it to safe place outside. Staff efficiently planned on the spot to develop and extend learning. During the spider activity the staff member planned for a bug hunt at outdoor time to extend children's understanding of the natural world.

Staff demonstrate a clear knowledge of the Early Years Foundation Stage by cleverly manipulating activities to cover as many areas of learning as they can. When exploring playdough, the children made up rhymes, rolled, squashed and moulded the dough, discussed shape and space, experimented with shapes that roll best and created their own models. There is good scope in learning across the seven areas. Children show good mathematical knowledge, with many counting confidently and some are able to recognise two-digit numbers. Language development is supported strongly through regular conversations where staff listen to responses and model the correct language well. Repetitive phrases introduced into play further enhance the development of language through introducing and reinforcing subject specific vocabulary. For example, in the playdough activity the staff constantly repeated the rhyme 'roll it, roll it, roll it' to reinforce learning. Children are encouraged to develop early writing skills through activities with paint, pens and paper and shaving foam. Permanent provisions such as the role-play area do not have writing facilities available all the time. Therefore, children do not have constant opportunities to experience different purposes of writing to support their literacy and physical development.

Staff make good use of the health centre's facilities to provide the children with large, clear spaces in which they can best develop their large muscle skills. In the squash courts younger children run, jump, climb through tunnels and vigorously shake musical instruments. In the dance studio older children dance to a popular children's musical film, jump across mats and control their bodies as they pretend to make snow angels on the floor. The development of physical skills is greatly encouraged. Regular visits are made to local facilities where children are able to develop their climbing skills.

Staff are skilled in using questioning techniques to promote learning and development. When playing with the dough they asked children 'I wonder what else we can do with the play dough?' Children are consistently guided to extend their ideas. However, on a few occasions, staff provide answers to questions they ask the children a little too quickly, limiting the learning potential of the activity.

Staff are able to adapt their teaching techniques in accordance with the age of the child they are interacting with. When stacking rings with babies, staff model actions and gently encourage children to follow. Staff use their strong knowledge of children's developmental steps to aid children to move forward; they recognise when a fidgety baby wants to practise walking and facilitate this for the child.

Strong relationships between staff, children and parents ensure that staff fully understand each child as an individual and are able to fully support them in their learning. Where it is obvious that a child is at their happiest when engaging in creative activities these are manipulated to provide them with good learning opportunities in all seven areas of learning. During the inspection, staff added sorting creatures to the painting table to allow a child to count and sort as they printed with them.

A robust and effective key-person system is in place which enables staff to plan efficiently for their key children's individual developmental needs. Assessment records in the form of learning journeys are of a consistently high standard. Photographs, observations and work are used to clearly demonstrate children's progress and staff identify next steps clearly.

Parents' input into these assessments ensures continuity between home and nursery thus improving the quality of the provision offered for each child. Regular tracking against typical age outcomes show that children are developing at the expected rate. Older children are showing a good understanding of numbers and some are starting to write their names. They are well prepared for transitions to school.

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

A highly effective settling system is in place and staff use this to support parents and children as they start at nursery. Staff use the information gained about children during this period purposefully to ensure they meet each child's individual needs. The robust use of a key-person scheme ensures that relationships between key persons and children are strong. Children are happy to come into nursery and chat to their key persons confidently about families and holidays. Children feel safe and secure within the environment. For example babies keep smiling when they are passed to another staff member. Constant links to home lives make children feel particularly comfortable in the nursery. For example, a child felt a great sense of pride when they were congratulated for spending the whole night in their own bed. Children feel valued and develop self-confidence through regular praise and celebration of achievements. Staff take photographs as children build towers and video them chatting on a tablet computer. The use of a wow board further develops the strong links from home as parents write down their children's achievements for their child to share with key persons and friends.

Where children have additional needs staff take appropriate action to gain extra support for them. External agencies provide support and advice which staff take on board efficiently to improve outcomes for every child. Key persons plan for focused activities and provide extra intervention through one-to-one work when possible. This helps to narrow any achievement gaps for children. Parental input into developmental play plans demonstrate the sensitive manner in which staff deal with supporting individual children.

There is a calm, focused and friendly atmosphere in the nursery. Children interact well together; at most times they choose to play in groups. Children are happy to share toys and resources. For example, when children were playing with playdough they happily gave some dough to new children joining the group. Positive behaviour is encouraged well by staff who remain calm at all times and regularly praise good behaviour. The children were told 'that's very kind' when they shared the dough.

The layout of the nursery enables children to operate independently. Low level, well-labelled cupboards are easily accessed by children who can choose their own toys. Toilet facilities are age appropriate and allow for independence when the child's developmental stage allows. Clear, consistent rules and routines ensure that children are able to prepare themselves for the next part of the day with independence. When a group of children chose to take a spider outside they quickly changed from slippers to shoes with minimal instruction or support.

The nursery space is used well to support the needs of the different aged children within

the group. Young children and babies are able to play safely in the same space. The nursery consists of one room which is organised into three separate areas allowing for all types of play and learning styles to be catered for. There is a good balance of free play and focused age-appropriate learning where segregation occurs.

There is a small but well organised outside area in which good opportunities for learning and development have been created. These include writing opportunities on blackboards, weaving through plastic netting, climbing through tyres and building with blocks. Children use this area happily and frequently although free access is not possible due to its position. The outside area has clearly had a lot of attention paid to it; this is reflected by the strong learning opportunities that take place within it.

Robust, regular risk assessments are made to ensure children's safety at all times. Staff teach the children well about how to manage and take safe risks. They behave in a way that shows they know how to keep themselves safe. When the children go out outside they have to cross slippery decking. They walk in pairs, and stay on rubber matting that has been put down. The children also jump over small gaps and reach their destination safely. Staff discuss risks with children and solutions are implemented to a very high standard. Routines for travelling safely around the health centre enable children to gain from the benefits of using the facilities and greatly improve the experiences offered to them. Entrance into the nursery is very secure as a double-door system is in place with a locked main door that can only be opened from inside. There is a strong ethos for keeping children safe and secure in this nursery. All staff demonstrate a strong knowledge of safeguarding procedures.

Multicultural resources and displays promote a strong message about diversity. Children experience celebrations from a range of cultures and have recently made coloured sand pictures for Diwali.

Relationships with the local school are strong; children are invited to participate in school fetes and contribute by making resources to sell. Familiarity with the school is beneficial as children move on to their next steps. Children are prepared well for moving on to school; they are able to visit the library to choose books on starting school and share these at nursery.

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

The manager is very much part of the team; her hands on, inclusive approach enables her to monitor practice constantly and always know what is going on. A consistently good approach to teaching from staff demonstrates that her methods are successful. Regular informal feedback is given to staff regarding practice and improvements are constantly made. Together the staff team, including the manager, create a happy, productive and relaxed approach in the nursery. Regular monitoring of learning journeys ensures that assessments are consistent and regularly updated, providing a reliable record of the child's development. When developmental records show that children are not developing as well

as they should be the manager is thorough and pro-active in taking further action. For example, she contacts parents and seeks advice from external agencies. The nursery uses a peer-on-peer observation system effectively to allow staff to advise each other on their practice to drive improvement. Yearly appraisals and supervisions enable the manager to maintain standards further. An effective system of staff monitoring ensures that all children's developmental needs are being met effectively.

Staff use self-evaluation techniques effectively to improve practice within the nursery. There are many systems in place in which everyone's opinions are included, such as parents, children and staff. Children have completed questionnaires about the nursery, which has led to additions in provision, including scrambled egg for tea once weekly after a child said they would like more eggs in the nursery menu. Parents have had an input into menus too after commenting that there was too much red meat on them. There is now a good balance of fish, poultry and red meat offered. Comments are listened to and practice is amended efficiently and quickly, showing parents and children that the nursery values their opinions. There is a strong ethos for evaluation and improvement which is evident in the good standards of provision. The completed and detailed self-evaluation form clearly indicates the nursery's strengths and weaknesses. Where weaknesses were identified actions have been put in place with great effect. The nursery makes good use of the local authority quality assurance scheme to judge practice. As a result of self-evaluation using this system more quiet areas have been added in the nursery. The manager and staff use a wide range of self-evaluation techniques regularly to benefit the provision and outcomes for children.

Staff demonstrate that they feel valued and receive good opportunities for professional development. Some staff are currently studying for their foundation degrees. Staff receive good support in improving their qualifications, knowledge and skills. Staff also benefit from full access to local authority training courses such as 'look who's talking'. Their knowledge gained from such courses is fed into the nursery to further improve practice.

Partnerships with parents are strong. Daily interactions and strong relationships allow for constant sharing of information. There are termly parent evenings where parents can find out in depth about how their children are progressing. The staff also invite them to have an input into the next steps in their child's play plan. Strong partnerships with parents enable children's individual needs to be identified and hence improves the learning and development opportunities offered. When children attend additional settings, information is shared to ensure consistency of care and learning. Information and suggestions from external agencies are well implemented within the nursery to ensure the children's additional needs are met sufficiently and to close gaps in development.

The manager has a secure understanding of safeguarding procedures which helps to ensure the safety and protection of all children in the nursery. She strives to follow safeguarding procedures to the highest standard using guidance documents to feed into the nursery's policies. She demonstrates a good understanding of signs that may indicate a child is at risk and uses an existing injury form rigorously to track recurring injuries children may have. Staff all demonstrate a clear understanding of the procedures to follow should they have a concern about a child. Consistency and confidence amongst staff in their knowledge demonstrates that high regard has been given to safeguarding training.

Staff all strictly adhere to the nursery's safeguarding policies to promote children's safety and well-being.

Children's health and safety is of high priority in the nursery and provision is of a high standard. All members of staff hold paediatric first-aid certificates and so there is always a first aider present should an emergency arise. Children's safety is greatly enhanced by rules that there must always be at least two members of staff present.

The Childcare Register

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

The requirements for the voluntary 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. 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	EY340213
Local authority	West Sussex
Inspection number	834945
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	35
Name of provider	Tracey O'Dwyer
Date of previous inspection	19/10/2010
Telephone number	01342 718778 or 07792 605 990

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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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