

# Coppice Care Club And Pre-School



C/o The Coppice Primary School, 50 Shawhurst Lane, Hollywood,  
Birmingham B47 5JN

<b>Inspection date</b>	10 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The director and manager have developed effective partnerships with the local school and school nursery. They work closely with school staff to ensure a shared approach to children's learning. This helps to identify and provide support for children who need extra help, and ease transitions when children move to school.
- The management team and staff work exceptionally well together. They are committed to providing high-quality provision. Robust self-evaluation takes into account the views of parents and children. Additional funding is used effectively to ensure children achieve good outcomes.
- Children benefit from a welcoming and bright learning environment. Staff carefully plan and organise a range of interesting and often unique activities and resources, such as hand-painted Christmas story stones.
- Staff make regular and precise observations of children's learning and closely monitor their development. They share information about children's progress through regular discussions and meetings with parents.
- Staff make time to get to know children and families well and develop strong relationships with them. They visit children and parents at home to find out what children can do before they start attending. Staff are very knowledgeable about the children they are working with. Children settle quickly, and they are happy and confident.
- While older children are fully engaged in group activities, younger children are sometimes distracted and do not get the most out of learning opportunities.
- Children do not have enough opportunities to follow their own interests and develop their own ideas.

## What the setting needs to do to improve further

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

- focus more precisely on the learning outcomes for the younger children during group activities so that they remain engaged and make the best possible progress
- provide more opportunities for children to follow their interests and build on their ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the director and manager of the setting. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Susan Cother

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff share a thorough knowledge of child protection procedures. They know what to do if they have a concern about children's welfare to help keep children safe. Robust recruitment procedures ensure the suitability of adults working with the children. The management team monitors staff performance through regular supervisory meetings. Staff receive good support and training to continue their professional development, and enhance their good teaching skills. They speak with enthusiasm about their roles and demonstrate satisfaction in all aspects of their work. Parents are positive about the setting. They state that they are very happy with the quality of care and education their children receive.

### Quality of teaching, learning and assessment is good

Children enjoy an interesting range of learning opportunities. The indoor and outdoor environments are used well. Children have fun playing together and with the enthusiastic staff. Children develop their curiosity and problem-solving skills as they attempt to make models using sawdust. They demonstrate good levels of perseverance as they carefully lift containers while trying to keep their structures in one piece. Staff promote children's mathematical development well. They encourage children to look for sticks of different sizes. They talk to the children about concepts, such as 'long' and 'short', and praise their good counting. Staff motivate the children as they talk to them and ask them questions at the right time. Children listen carefully and eagerly respond. This helps to develop children's communication and language.

### Personal development, behaviour and welfare are good

Children have many opportunities to be physically active outdoors in the exciting 'adventure zone' area. They enjoy climbing on a range of equipment and balancing on beams. Staff help children develop self-help skills and gain independence. For example, children pour their own drinks and clear away their bowls at snack time. They enjoy preparing their own healthy snacks as they confidently slice cucumber for their friends. Staff are good role models. They are calm and attentive, and praise children's positive behaviours. This helps support children's self-esteem. Children develop good social skills. They are kind to each other and use good manners. Children's behaviour is good.

### Outcomes for children are good

Children gain important skills and develop positive attitudes to support the next stage of their learning or their move on to school. They learn new vocabulary from well-read stories and listen with focus as they try to recognise different animal sounds. Staff plan interesting activities with a strong focus on literacy skills. Children learn to recognise their written name at group time. They enjoy mark making in shaving foam and drawing outdoors to inspire their learning and interest in early writing.

## Setting details

<b>Unique reference number</b>	EY539541
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10079174
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	75
<b>Number of children on roll</b>	156
<b>Name of registered person</b>	Coppice Care Club And Pre-School Limited
<b>Registered person unique reference number</b>	RP539540
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07914825141

Coppice Care Club And Pre-School registered in 2016 and is located in Hollywood, Birmingham. The pre-school employs 12 members of staff. Of these 11 hold appropriate early years qualifications at levels 2, 3 or 6. The pre-school opens from Monday to Friday, for 51 weeks a year, excluding bank holidays. Sessions are from 7.30am until 6.00pm. The pre-school provides funded early education for two-, three- and four-year-old-children.

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