

Inspection of Coalway Early Years

63 Coalway Road, Coleford, Gloucestershire GL16 7HL

Inspection date: 17 December 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The curriculum is ambitious for all children, including those with special educational needs and/or disabilities (SEND). Following the last inspection, the provider has made significant changes to ensure that all staff have a clearer understanding of what they want children to learn and why. Consequently, children are receiving good-quality education and care.

Staff are attentive to the needs of individual children. They tailor their support to help children develop their independence skills and build self-esteem. There is a clear focus on supporting children to find their voice and make choices in their play, such as through the 'voting card' system. Staff find out about children's likes and preferences and work closely with parents to ensure the transition to the nursery goes smoothly. This results in children building secure relationships with their key person from the start.

Staff teach children about the 'golden rules' of the setting. These include the importance of sharing and turn-taking, which children adopt well. Overall, children demonstrate good listening skills, such as when following daily routines to help tidy up and wash their hands in preparation for mealtimes. Staff provide opportunities for children to engage in physical activities inside and outdoors, including yoga sessions to encourage stretching as well as relaxation. Children are gaining the skills they need to prepare them for the next stage of moving on to school.

What does the early years setting do well and what does it need to do better?

- Leaders have enhanced their curriculum planning since the last inspection. They have reviewed what was working well and have identified areas that needed improving, with support from other professionals. There is now a clear focus on providing greater opportunities for all children to acquire new knowledge and skills, and for staff to build on these through effective teaching strategies. Leaders closely monitor children's individual progress, including those with SEND and those in receipt of government funding, to ensure all children receive the support they need to thrive and make good progress.
- Children learn to become confident communicators from a young age. Staff introduce singing and story sessions, which children thoroughly enjoy. Staff know how to engage children during these times, such as changing their tone, mimicking characters and using actions and objects to accompany favourite rhymes. Children show good focus and concentration and expand their growing vocabulary.
- Staff encourage children to freely explore their environment and lead their own play. The curriculum on offer provides a good balance of adult-led and child-initiated learning experiences. However, during some adult-led activities, staff do

not encourage children to be more expressive in their ideas to help foster their sense of creative thinking and exploration.

- Overall, staff are good role models in teaching children the importance of being kind and caring to others. For example, staff use visual cards and sign language to communicate with children about what is happening now and next in their daily routine. This helps children to understand expectations. However, during free play, not all children receive consistent messages from staff to help regulate their emotions and understand how their behaviour may impact on the feelings of others.
- Children are gaining independence in managing their self-care needs from the outset. Staff teach young children how to pour their own drink and tidy up after routine play. As children progress to the older room, they demonstrate confidence in managing everyday tasks, such as using the bathroom independently and putting on their coats for outdoor play.
- Leaders and staff work closely with parents to ensure they feel included in their child's learning journey. Parents receive regular updates about their child's development and progress, such as through the online sharing platform. Parents state that they are very happy with the communication they receive and the progress their children are making. Parents state that staff 'go over and beyond to make their children feel safe, happy and supported'.
- Leaders provide staff with regular training opportunities, ongoing support and supervision meetings. Staff demonstrate a good knowledge and understanding of their roles and responsibility. They work well together as a team to support one another and meet expectations. Leaders show that they value their staff team. Consequently, staff are happy and morale is positive.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support all children to learn how to manage their emotions and to recognise how their behaviour may impact on others
- encourage children to be more expressive in their creative thinking to help build their confidence to explore their ideas further.

Setting details

Unique reference number	101701
Local authority	Gloucestershire
Inspection number	10333365
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	45
Number of children on roll	33
Name of registered person	Coalway Early Years Committee
Registered person unique reference number	RP519870
Telephone number	01594 839436
Date of previous inspection	23 January 2024

Information about this early years setting

Coalway Early Years registered in 1997. It is based in Coalway, near Coleford, Gloucestershire and operates on the site of Coalway Community Infant School. It is a registered charity run by a management committee of parents. The pre-school opens five days a week during term time. Sessions run Monday to Friday from 9am to 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The committee employs nine members of staff who work directly with the children. Of these, one holds an early years qualification at level 5, two are qualified at level 4, and six are qualified at level 3.

Information about this inspection

Inspector

Shahnaz Scully

Inspection activities

- The inspector spoke to children to find out about their time at the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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