

# Inspection of The Coton Green Church Pre-School

The Coton Centre, Coton Green Church, Comberford Road, Tamworth,  
Staffordshire B79 9AA

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Inspection date: 4 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at pre-school. Staff know children very well and plan activities for them which link to their interests and next steps in learning. Children are currently learning about springtime and growing. Easter is being explored using a wide range of different activities and sensory resources. Children enjoy using a variety of different techniques to melt or crack blocks of ice. They use fine motor skills to squeeze pipettes, drawing up warm water to squirt over the ice. Children use larger physical movements as they use hammers to crack the ice, revealing hidden items such as little chicks or eggs.

Children feel safe and secure. They are confident and approach the inspector to invite them into their play. Younger children pretend to be doctors and listen to the inspector and staff's hearts. They take temperatures and decide staff are too hot. Cups of 'cold water' are fetched, to cool staff down. Children seek and receive reassurance from staff if they are unsure. They are given lots of cuddles. This helps to build their self-esteem.

All children enjoy time outdoors in the fresh air. They bounce balls and roll them down guttering to see which is faster. There is a range of push-along and ride-on toys for children to practise their physical skills. Children enjoy playing in the large sand area and role play kitchen. They learn about the world around them, particularly nature. The pre-school benefits from acres of space, which is used for a variety of outdoor adventures.

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

- The pre-school has recently undergone some significant changes in leadership. The nominated individual and manager left, along with other members of staff. That said, the trustees have nominated an individual to lead the setting through this period of change. This ensures there is no impact on the provision provided for children.
- Following COVID-19 restrictions being lifted, parents now bring their children back inside the setting at drop-off and collection times. Parents comment that staff are amazing and they are very happy with the care and support their children receive. Parents are delighted with the new reading book scheme, where children bring home books to read. However, more support could be given to parents to extend children's learning at home.
- The pre-school has a curriculum which is sequenced to build on what children already know and can do, and what staff want them to learn next. A strong focus is placed on communication and language. Children recall knowledge they have previously learned. When talking about owls and animals that come out at night, they know these animals are nocturnal. Staff skilfully introduce new words

into children's play. When children are making rice change colour by adding ingredients, staff talk about the rice absorbing the food colouring.

- Literacy and a love of books are promoted well. Staff are extremely skilled at captivating and engaging children in stories. When listening to a story about an Easter egg hunt, children make the sounds of the animals and look for eggs. However, during some group activities, staff overlook quieter or less-confident children.
- Older children learn about feelings and emotions. Children listen to a story about feelings then choose a wooden spoon with an emotion face painted on, to represent how they are feeling. They are encouraged to talk about why they are feeling happy, sad or worried. Children spontaneously get up and give their friends a hug, and say, 'I love you' when a child is worried. This helps children to feel happy, safe and secure.
- Children behave extremely well. All children are taught how to speak kindly to each other and how to manage their own conflicts. Staff talk to children about using their voice to ask their friends to stop doing something they do not like, or how to ask nicely for a toy they want. Consequently, children are very good at listening, taking turns and sharing.
- Children with special educational needs and/or disabilities are supported well. One-to-one support is offered to help children participate alongside their friends. Excellent working relationships with outside agencies and other professionals ensure consistency. Staff provide progress reports and work on targets to support children in their learning. This ensures that all children make good progress in their learning.
- Children gain independence and self-care skills and learn the importance of healthy lifestyles. They enjoy healthy snacks and independently wash their hands after messy play or being outdoors and before eating. Some children brush their teeth after lunch with their own toothbrush and toothpaste. There is, however, scope to use the nursery routines more effectively in supporting children to gain even more independence.
- Highly qualified staff ensure the quality of teaching is consistently good. Staff have opportunities to access training to support them in their professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Despite some significant staff changes, the provider is diligent in ensuring safe recruitment procedures are followed. Effective procedures are in place to ensure staff who have not yet had their suitability fully verified are never left alone with children and do not undertake personal care tasks. Staff attend safeguarding training and know the procedures to follow should they have concerns about children in their care. Appropriate accident and injury records are kept. 'Head bump' sheets, giving information about concussion, are shared with parents if their child bumps their head. The premises are secure. Children's safety is maintained throughout, even when the premises were used as a vaccination centre.

## **What does the setting need to do to improve?**

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

- strengthen communication with parents to help further support children's learning at home, so children make the best possible progress
- in group activities, allow those children who have less confidence more opportunity to share their ideas and thoughts
- review the nursery routines to provide younger children with even more opportunities to be independent.

## Setting details

<b>Unique reference number</b>	218258
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10225598
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	The Coton Green Evangelical Free Church Trust Fund
<b>Registered person unique reference number</b>	RP520113
<b>Telephone number</b>	01827 60789
<b>Date of previous inspection</b>	15 May 2015

## Information about this early years setting

The Coton Green Church Pre-School registered in 1993 and is situated in Tamworth, Staffordshire. The pre-school employs seven members of childcare staff and a number of qualified bank staff. Of these, two hold childhood studies degrees and five hold appropriate qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Johanna Holt

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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