

Inspection of Coalway Early Years

63 Coalway Road, Coleford, Gloucestershire GL16 7HL

Inspection date: 23 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Staff take the time to welcome children and comfort them as they arrive. This helps children to settle quickly, and they are eager to go and play. Children develop secure relationships with the staff, and they form nice friendships with their peers. Older children enjoy using their imagination to tell stories with their friends, and younger children enjoy being physical and dancing to music.

The new manager and the staff work well together to create an interesting environment with a good range of resources to spark children's interests. Overall, children are generally happy, and keen to take part and be involved in the activities on offer. However, some staff do not focus on what children need to learn next. Although staff know the children well, they do not use the information that they gather to target support and offer appropriate challenge for children. The support in place for children who have special educational needs and/or disabilities (SEND) is not consistent throughout the pre-school. Although staff have strategies in place for some children, they are not used to ensure all children have the same levels of support. As a result, children spend time keeping themselves amused and activities lack challenge. Children become bored, and this impacts their behaviour.

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

- The new manager has made changes to the way in which staff plan and support children's learning. She wants staff to use children's interests to support their learning further. However, not all staff recognise how to implement the curriculum well, and as a result children are not sufficiently challenged or motivated to learn. Despite the manager being aware that some staff need more support in learning how to implement the curriculum, she does not address weaknesses in staff's practice effectively. Staff receive some training and coaching. However, this is not tailored to help them improve their teaching skills. Although children make some progress in their learning, they do not make the progress that they are capable of.
- The support in place for children with SEND is not consistent. The manager identifies children's needs and refers to other professionals to access support and funding for children. She works with other professionals to put plans in place, and some parents are able to access training so that they can work with staff to support their children. However, other children who need help do not get the same levels of support, as staff struggle to understand their needs and find it challenging to engage these children. Not all children with SEND get the support and interactions that they need to prepare them for the next stage of their learning.
- Children demonstrate a love of literacy; they enjoy sharing stories and looking at books. Children engage enthusiastically as they sit with staff, listening to familiar

stories and joining in with repeating words and actions. In addition, staff use children's favourite stories to encourage them to learn the story and be involved in acting out what happens. This helps children to learn new language and to recall what they have previously learned.

- Partnerships with parents are very strong and well developed. The manager and staff team work very closely with parents to get to know them and to offer families the support that they need. The manager ensures that all staff carry out research and training to enable them to meet children's medical and care needs, to keep children safe. The manager has formed good links with other professionals to access advice and support for parents. Parents say that the manager and staff team do all that they can to offer them and their families help.
- Effective partnerships with the local school help children's emotional needs and give them confidence as they move on in their education. For example, the manager has good relationships with the teachers and the leaders in the school. Teaching staff visit the pre-school to get to know the children, and they talk to the staff about children's progress. Children visit the school and use the school grounds for activities such as physical education sessions.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
provide staff with the support and coaching that they need, to give children consistent good-quality learning experiences that meet their individual needs, to challenge children to make the progress that they are capable of	07/03/2024
provide more consistent support for children with SEND to ensure that all children receive the help that they need to make good progress in their learning and development.	07/03/2024

Setting details

Unique reference number	101701
Local authority	Gloucestershire
Inspection number	10317376
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	9 May 2018

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 on Monday to Friday from 9am until 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, seven hold qualifications at level 3 and one is unqualified.

Information about this inspection

Inspector

Victoria Nicolson

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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