



# Cottingley Manor Private Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	302023
<b>Inspection date</b>	18 April 2006
<b>Inspector</b>	Dawn Bonica Brown
<b>Setting Address</b>	Cottingley Manor, Cottingley New Road, Bingley, West Yorkshire, BD16 1TZ
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<b>Registered person</b>	Linda Seward
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Cottingley Manor Day Nursery is privately owned. It opened in 1999 and operates from two rooms on the first floor of Cannons Health Club in Cottingley, near Bingley in West Yorkshire. The owner also owns three additional nurseries. A maximum of 37 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 until 18.00 all year round, except for bank holidays. All children share access to a secure enclosed outdoor play-area.

There are currently 55 children aged from 0 to under 5 years old on-roll. Of these, 15 children receive funding for nursery education.

The nursery employs 10 staff, of whom 9, including the manager, hold appropriate early years qualifications. There is one member of staff working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are gaining a suitable awareness of the importance of hygiene and are developing habits of personal care appropriately. They are consistently reminded to wash their hands. They also use child-friendly visual aids to remind them of the correct routines to follow when using the toilet. Their welfare is suitably protected because staff follow appropriate hygiene procedures. For example, all children taking a nap do so on freshly laundered bedding each day. Staff work closely with parents to ensure that children's routines follow those at home and any allergies are strictly monitored. Children are adequately nourished. However, they receive insufficient variety in the weekly menu to extend the range of food that they enjoy.

Children are protected from infection through appropriate procedures to maintain their good health. For example, children who are contagious do not attend, thus preventing the spread of contagious ailments and acting in their best interests to protect all those being cared for. They are suitably cared for if they are ill. Their well-being is closely protected because a significant number of staff hold a current first aid certificate. This means that they have the relevant knowledge to promptly administer first aid in the event of an accident.

Children enjoy the benefits of being physically active through regular play outdoors and energetic play indoors on large soft-play equipment.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are secure and well supervised in a clean environment that is well-maintained. They are well protected and benefit from good safety measures carried out by staff who are vigilant. For example, all children experience regular emergency evacuation drills so that they become familiar with the escape routines in the event of a real emergency.

Children are independent and benefit from a good balance between the freedom to explore, and appropriate supervision to protect them. For example, children are taught how to use the soft-play equipment safely so that they do not hurt themselves or each other. They select toys freely from a wide range of good quality resources that are clean and well-maintained. They use toys and equipment that are safe, suitable for their purpose and provide challenge and stimulation. The Birth to three

matters framework is well implemented to support young children's independence. In the baby-room, the furniture is arranged to provide good space and encouragement for babies to explore their environment.

Children are well protected by staff who are knowledgeable about their responsibilities in line with the Area Child Protection Committee guidelines. They are well trained and have a good understanding of the correct reporting procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are highly involved in a broad range of activities that support their development. For example, babies are well stimulated and their independence is promoted through resources that encourage mobility and curiosity. This helps them to gain a sense of achievement from their play. They engage in activities, such as play with treasure baskets, to encourage them to investigate. They benefit from well placed resources that allow them to explore their environment, such as looking at themselves in a wall mirror and chasing moveable toys.

Children aged two to three years are integrated into the pre-school setting skilfully so that they gain maximum benefit from playing alongside older children. They participate in activities that are capably presented to suit their abilities and provide appropriate challenges for them.

Nursery education is good.

The quality of Teaching and Learning is good. Staff have a good understanding of the early learning goals and cover all aspects of the early years curriculum effectively. Children receive appropriate challenges and their progress is suitably monitored and evaluated. Children benefit from good quality equipment and toys that are stimulating. Teaching methods are child-centred and effective because children learn through their experiences, in both child-led and adult-led activities. They respond well to good strategies that promote positive behaviour. They learn by example and their achievements are encouraged with praise. Their confidence is boosted through the use of realistic incentives for good behaviour. For example, children who show maturity are given certain responsibilities to enhance their self-esteem. Children with special educational needs are successfully included and well supported. Staff work well as a team to ensure the smooth running of the setting.

Children's personal, social and emotional development is good. They learn to take turns and to share by participating in group games, in which they learn to recognise the rules and wait for their turn. Children are effectively supported to gain a sense of responsibility and manage their own behaviour through child-centred methods. For example, staff use a pre-recorded song that tells children when to help tidy up. Younger children learn through examples set by their peers as older children are given jobs, such as setting the table, feeding the fish and giving out snacks at snack-time.

Communication, language and literacy is good. Four-year-olds speak clearly and talk

about themselves and significant people in their lives during group discussions. They wait for others to finish speaking and listen attentively. All children listen to stories avidly and follow the storylines knowledgeably. For example, they talk about the characters in the stories and understand the sequencing of events. Children have opportunities to select books for themselves. They search for familiar ones and look at them with great interest.

Children's development in mathematics is good; they learn about shapes through games that promote matching and shape sorting. They learn to recognise numbers through games that engage their interest, such as dominoes, matching numbers in a number lotto game and sorting beads. They count in sequences at various times in the day using nursery rhymes and listening to stories that involve numbers.

Children's knowledge and understanding of the world is satisfactory; they learn about diversity and beliefs through looking at festivals that are celebrated by other cultures. They learn about the passage of time through various activities that show this clearly, such as looking at vegetables that arrive straight from a garden and growing plants. They observe the changes that take place in frogspawn and learn to design using junk materials and construction toys.

Children's physical development is well promoted through good use of the soft-play area. They participate in regular outdoor play using suitable outdoor play equipment. They use a wide range of physical equipment to help them to climb, jump, learn to balance and gain spatial awareness by manoeuvring around objects and each other.

Children's creative development is well promoted. They are motivated to learn to investigate and explore materials through a variety of interesting activities. These include working with paints, glue, paper and different types of fabric. They use their imagination to interpret music through dance and they enjoy role play.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are well settled and have good relationships with the staff who care for them. Children and adults treat each other with mutual respect because staff are good role models; teaching children the principles of courtesy and kindness by their example. As a consequence, children's behaviour is good. They respond well to praise and encouragement. They have self-esteem and confidence because they are listened to and their opinions are valued. For example, when children express an interest in looking at books, they are encouraged to make their own choice from the range of books in the cupboard.

Babies and toddlers demonstrate a sense of belonging because the Birth to three matters framework is well implemented; staff value children's individuality and know the children well so that their needs are suitably accommodated. Toddlers enjoy a wide range of activities whilst learning how to participate in those activities appropriately. This is achieved through their effective integration into the pre-school room. In this way toddlers develop social skills readily as they play alongside older, more mature children.

Children benefit from some resources that help them to value diversity. However, their awareness of disabilities and positive gender roles is hindered through lack of resources reflecting positive images.

Children's social, moral, spiritual and cultural development is suitably fostered.

Partnership with Parents and Carers is satisfactory. Parents are happy with the care provided and appreciate the flexible approach of the setting and friendly attitude of the staff. They receive sufficient information about their children to keep them up-to-date with their progress. The staff work well with parents to ensure that they follow children's individual routines and keep up with their changing needs.

## **Organisation**

The organisation is good.

Children are well protected because the adults who care for them are suitable and qualified to do so. They are well cared for because staff implement their knowledge of child development effectively to help them make good progress. They enjoy good adult support to help them feel secure and confident, good supervision and appropriate access to a stimulating range of resources and activities.

Children's overall welfare and well-being is well promoted through documentation that is well maintained and organised. The provision meets the needs of the range of children for whom it provides.

Leadership and Management is good. The manager is clear about her role and has suitably high expectations of staff. Monitoring of the setting is effective and demonstrates a high level of commitment to improvement.

## **Improvements since the last inspection**

At the last inspection the setting was asked to address the following issues: the contingency arrangements to cover emergencies and unexpected staff absences; to implement a system to ensure continuity of care for babies; and to identify staff training needs and how they will be met.

The setting has addressed almost all the issues arising from the last inspection effectively. Children's welfare is well maintained with a high level of trained staff to care for them. There are appropriate contingency plans in place to accommodate unexpected absences. The implementation of a key-worker system means that babies are cared for by staff who know them well.

The setting was also recommended to continue to develop resources that demonstrate positive representation of disability. This area continues to be in need of development as children do not use resources that reflect positive images of people with disabilities.

### **Complaints since the last inspection**

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

There are no complaints to report.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the menu choices available for all children.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop resources that reflect positive images of disability and gender and continue to improve those reflecting cultural diversity.

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