

# Cottage Kindergarten

Inspection report for early years provision

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Inspection number

EY280485

Date of inspection

13 November 2006

Inspector

Rosemary Killackey

Address

1 Clarendon Road, Eccles, Manchester, Lancashire, M30 9AL

Telephone number

0161 789 3071

Website

Legal name

Clarendon Cottage School Ltd

Legal status

Childcare

Hours of provision

Full day care

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.

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*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).

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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.

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Cottage Kindergarten opened in 1987 and operates from five nursery rooms in a fully converted building. It is situated in a residential area of Eccles, a suburb of Salford, Lancashire. A maximum of 71 children may attend the kindergarten at any one time. The kindergarten is open each weekday from 08.00 to 17.45 all year round, except for bank holidays and the week between Christmas and New Year. All children share access to a secure enclosed outdoor play area.

There are currently 66 children from birth to under five years on roll. None are in receipt of funding for early years education. The kindergarten currently does not support children with learning difficulties or disabilities and none have English as an additional language.

The Kindergarten employs 15 staff. Of these, over half hold appropriate early years qualifications with others working towards a qualification. The manager is not included in the staff child ratios.

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The provision is satisfactory.

Children's health is effectively promoted because staff have established hygiene practices which children are able to recognise, for example, they wash their hands before eating or after using the bathroom. Staff implement satisfactory hygiene procedures in preparation for meal times which ensures tables are cleaned before use. Children are further protected by the settings policies for good health which ensures parents are consulted about any specific dietary or medical needs, which is then shared with both nursery staff and kitchen staff where food is prepared and cooked. Runny noses are wiped constantly, so preventing any cross infection. Nappy changing routines are effective. Staff ensure that nappies are disposed of quickly and safely and they use this opportunity to give children lots of attention. They talk to them and give lots of praise and encouragement. Children's good health is further enhanced by appropriate numbers of staff being trained in first aid; however, first aid boxes are not easily accessible.

Children are provided with healthy food and drink, such as fruit and water, during snack times and a balanced diet for lunch. Meal times are well organised as staff sit down with children to eat, toddlers are more than able to use knives and forks when eating, babies are held when given bottles. Meal times are used as a social occasion with lots of chatting encouraged. Children develop social skills because they are encouraged to be polite and use good manners. Although, younger babies are not always encouraged to be independent as staff feed them allowing little opportunity for them to feed themselves, for example, a separate spoon was not offered and bowls were not placed near to them.

Children have opportunities to play outside in the fresh air. The outside play area is continually available and children can move freely between the two when the weather permits. There is a selection of toys and equipment for outside play which encourages children to use their physical skills and take some form of exercise, for example, peddling on bikes and running. In wet weather children are still given opportunities for physical exercise they are able to play in an enclosed covered area with space for them to use bikes, run and play in a large sand pit.

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The provision is good.

Children benefit from being cared for in a child centred play environment which is, safe, secure and bright. It provides ample space that enables children to play and relax in comfort. Good organisation of the play areas allows children to move freely and safely both inside and outside. Children's sense of belonging is enhanced through the many displays of their art work. Fire procedures are displayed and staff are clear about how the fire drill is carried out. Children's safety is further enhanced by the use of cam recorders in each of the play rooms and out side play area. Parents are able to log on to their computers and check their child's progress each day.

All children benefit from a variety of activities and a selection of resources and equipment which reflects their stages of development, age and interests. They confidently engage in play of their own choice moving freely from one activity to another. Children are familiar with where toys are kept which encourages them to play independently. For example, one baby decided she wanted to play with the musical instruments, she was able to take the cymbals from the low level shelf and make music, staff praised and encouraged her.

Children are kept safe due to effective security procedures which ensures access to the premises is appropriately monitored. The use of daily checks ensure potential hazards are identified and minimised. Children are beginning to learn about how to keep themselves safe due to the consistent messages they receive from staff, for example, when asked not to stand on a chair in case they fall. Children's safety is further enhanced by staff's understanding of their role and responsibilities with regard to child protection, they are clear about the Kindergartens policy and know who to contact if they have any concerns.

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The provision is satisfactory.

Staff share warm relationships with the children, who are happy and settled in their care. Children play well together and are occupied in a variety of activities, such as play dough, glue, sand, baking and free play. Staff promote children's interest and willingness to communicate. They ask questions about what they are doing and what they see, as an example, a group of children were playing with the bricks they were building towers, one of the children was asked how many bricks she had in her tall tower, they counted the bricks together and when the tower fell down they clapped. Some babies were making chocolate cornflake cakes they each had their own bowl and spoon with cornflakes and chocolate, they enjoyed feeling and tasting the mixture, they were introduced to words such as mixing, stirring, chocolate and runny. Staff deploy themselves well to offer care and support. They sit with the children at the same level, they involve themselves in their play.

Planning systems are in place which ensures children are provided with a selection of activities that extend children's learning. Plans are flexible and staff are led by what children want to do, for example, planned activity tables are set out but children are able to choose if they want to play at them. The 'Birth to three' framework has been introduced and team leaders use it to guide planning; however, not all staff have been trained in the use of the framework.

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The provision is satisfactory.

Children are introduced to diversity through some books and discussion. They also benefit from the positive images they see around them in the form of posters and displays. Children are valued as individuals and treated with equal respect and concern. However, toys and books reflecting positive images of equal opportunities are limited. The children presently attending do not have any identified learning difficulties, but staff are committed to ensuring all children's individual needs are recognised and met.

Children are well behaved within the setting, they are developing an understanding of right and wrong as they receive consistent messages about caring for each other, sharing and taking turns, which enables them to work alongside each other and play in harmony. Children receive praise and recognition for their efforts which encourages them to take pride in their achievements and feel good about themselves, for example, when a group of children were able to recognise and say colours the member of staff praised and congratulated them.

Parents are informed about the setting and all policies and procedures are in place. Relevant information is displayed as required and a setting booklet provides parents with general information. Parents value the daily written and verbal contact with staff and the warm welcome they receive. They are given opportunities at the beginning and end of each session to talk to

staff and share relevant information, such as nappy changes, sleep patterns and food intake as well as children's achievements. There is a detailed complaints procedure in place; however, this does need updating.

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The organisation is good.

Effective vetting procedures are in place to ensure the suitability of staff. Good induction procedures give staff a clear awareness of their roles and responsibilities and they work well together as a team. As a result, children are well cared for. Over half of the staff hold recognised child care qualifications with other staff working towards one. Staff demonstrate a willingness to attend further training in order to further develop their childcare practises. Children enjoy their time spent within the kindergarten due to the positive relationships they have with the staff.

Documentation is well maintained in order to promote children's welfare. Policies and procedures work in practice to ensure there are positive outcomes for children. The record of attendance shows that staff ratios are maintained to promote children care. Accidents and any medication given are recorded.

Overall, the provision meets the needs of the range of children for whom it provides.

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At the time of the last inspection, several actions were made. The Kindergarten has addressed all of these. Over half of the staff now hold a recognised childcare qualification, with others working towards one. Staff have a comprehensive induction programme, which includes all policies and procedures. The hot water has been turned down and staff continue to monitor the temperature. Staff effectively manage children's behaviour and take into account their ages and stages of development and some toys reflect equal opportunities; however, this is an ongoing project. As a result children's safety and well-being is enhanced.

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Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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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.

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

- update the complaints procedure to include the address and telephone number of the regulator
- ensure staff have easy access to first aid boxes
- ensure staff have opportunities to further develop their knowledge and understanding of the 'Birth to three matters' framework.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)