



Rose Cottage Nursery

Inspection report for early years provision

Unique Reference Number	316018
Inspection date	13 November 2006
Inspector	Susan Janet Lee
Setting Address	578-582 Manchester Road, Westhoughton, Bolton, Lancashire, BL5 3JP
Telephone number	01942 819 369
E-mail	
Registered person	Leonard Steers
Type of inspection	Integrated
Type of care	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.

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 good. 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?

Rose Cottage Nursery was registered under the present owner in 1994. The provision is run by an individual and operates from a semi-detached, converted residential property situated in Westhoughton, near Bolton.

The nursery occupies the ground floor of the premises. Children have access to four playrooms, bathroom facilities and an outdoor play area. The children are cared for in playrooms according to their age and stage of development.

The setting is open Monday to Friday from 08.00 until 18.00 for 51 weeks of the year. The nursery is registered to provide care for a maximum of 42 children at any one time. There are currently 69 children on roll. Of these, 14 children receive funding for nursery education. The

setting is able to support children with additional needs and also children who speak English as an additional language.

The provision employs 17 members of staff who work directly with the children. All staff hold an appropriate early years qualification. Two staff who hold a level two qualification are working towards a level three qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a well maintained environment. They stay healthy because staff exercise good hygiene practices to minimise the risk of cross infection. The children learn about personal care routines as they brush their teeth and wash their hands at appropriate times of the day. The sick children policy ensures appropriate measures are taken when children are ill. The first aid boxes are well stocked ensuring accidents may be dealt with quickly and effectively.

Staff gather detailed information from parents about their children's dietary requirements and this information is taken into account when planning snacks and meals. The staff also work closely with parents who breastfeed their babies. Children learn about healthy eating and are well nourished as the setting provides meals that are home cooked, well balanced, nutritious and include lots of fresh fruit and vegetables to aid children's growth and development. Meals also aid children's sensory development as they include different tastes, textures and aromas.

Babies benefit from routines that are consistent to their home experiences as staff follow children's individual sleep and meal routines, providing a secure and familiar environment. With parents' permission, babies sleep in the fresh air. Very young children are able to move around freely and discover about their bodies. They are able to practise their physical skills, such as sitting, crawling, pulling up to the standing position and walking in a safe environment. Older children have lots of opportunities to enjoy and develop their physical skills as they play in the garden each day. They develop control and coordination as they have access to a range of outdoor play equipment and they run, jump and skip in the fresh air; all of which contributes to their good health and physical development. Children in receipt of nursery education develop good control of their bodies as they ride trucks and bicycles, balance, climb, slide and play with hoops and balls. They work together to push and steer trucks. The children are able to negotiate pathways indoors and outdoors and show respect for other children's personal space.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, welcoming and homely environment. Children's artwork is displayed throughout the setting. Staff organise space to accommodate separate active and quieter activities. There is a good selection of equipment and furniture available to allow babies and older children to play, rest and eat in comfort. The setting provides a wide range of resources to meet the needs of the children being cared for. Children are able to access toys freely to develop choice and independence. Staff rotate the resources to add variety and they check

toys on a regular basis to minimise risks to children. All items are of suitable design, and appear in a safe and clean condition.

Staff have a good understanding of the importance of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. Staff practise the emergency evacuation procedure with the children on a regular basis so they develop an awareness of what to do in the event of an emergency, such as a fire. They supervise the children well enabling them to play safely and independently. Staff encourage children's understanding and learning in keeping themselves safe through discussion, daily routines and activities. For example, staff remind child children to walk indoors, and recently 'Welephant' visited to talk to the children about fire safety.

All the required procedures are in place and staff have a secure understanding of their responsibility in relation to child protection matters and procedures. As a result, children's welfare is effectively safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Staff working with children under three years of age have commenced training in relation to the 'Birth to three matters' framework. The manager and deputy are responsible for supporting the staff in relation to the full implementation of the framework over the next three months. Staff currently plan weekly to provide a range of stimulating activities to help the children develop physically, intellectually, emotionally and socially. Staff observe the children informally and use this information to plan activities to meet the children's needs. They also maintain a photographical record of children's development.

Individual group rooms and an effective key worker system allow staff and children to get to know each other well. Staff share warm, close relationships with the children, who are happy, content and settled in their care. They promote a calm and peaceful environment which helps the children to feel secure. Staff deploy themselves well to enable them to offer good care and support to the children.

Babies have access to a range of resources that are colourful, tactile and make noises to help children's sensory development. Staff offer lots of positive physical attention by means of hugs and cuddles and the children respond by snuggling into staff as they play with them on the floor. The babies clearly enjoy being with staff as they invite them into their games; for example, a child rolls a ball to a member of staff and waits for her to roll it back. Very young children begin to find a voice, make meaning and listen and respond as staff nurture their attempts to communicate. They listen as the children babble and respond in gentle tones, helping to reinforce early speech patterns.

Older children have access to a wide range of activities and they are happily engaged and occupied. They enjoy listening to stories and staff use different tones of voice to add interest and invite the children to predict what will happen next. A group of children explore the texture of sand and custard. They spend a long period of time feeling the texture of the custard between their fingers and staff introduce words to describe the texture. The children explore sound and

music as they participate in a musical session. They develop an awareness of rhyme and tempo as they sing and play musical instruments. They make connections as they follow simple instructions while they play the instruments high and low in the air.

Nursery education

The quality of teaching and learning is good. All staff are qualified and they have a good understanding of the Foundation Stage and use this well to provide a range of interesting activities. Effective systems are in place in relation to planning and assessment. The funded children present during the visit are all quite new in relation to the fact they began in the pre-school room six weeks ago. Staff observe the children at play and use this information to inform planning and chart their progress. Children's developmental records are completed by staff at the end of each term; consequently, these records have not been initially completed for the children. However, evidence gathered from written observations, viewing the children's pictorial and photographic port folios and observations of the children during the visit show that the children make good progress towards the early learning goals

Staff plan and prepare well for focused activities. They interact with the children to engage them in activities and ask open ended questions to challenge their thinking. Staff are able to differentiate to meet children's individual needs; for example, they give lots of encouragement to children who are shy to encourage them to contribute in discussion at circle time.

Staff devote time to children's personal, social and emotional development. The children show high levels of involvement in activities. They are confident to seek support from staff when needed and seek out their friends to join in their game. The children work well together; for example, they work together to construct a railway track to play with the trains. The children make connections between different parts of their life experience as they chat about what they did with their parents at the weekend, during circle time. They are confident speakers and use language well to explain what they are doing, recall past experiences and anticipate what will happen next. They use complex descriptive words; for example, the children play with a toy snake and they describe it as curly and wriggly. The children explore sounds and letters as they play 'I spy' and are able to link objects with the letter that they begin with. The children enjoy looking at books. They visit a mobile library when it visits the nursery and are able to choose books and take them to the librarian to be stamped. The children have lots of opportunities to ascribe meaning to marks as they use mark making tools in a variety of activities and role play situations. They recognise their name as they find their name card at lunch time and begin to form recognisable letters. Older children are able to write their own name.

The children learn about mathematical concepts such as number, shape and size through a range of activities, and they have opportunities to group, match and sort. However, there are not many opportunities for the children to develop their problem solving skills to calculate. Children are able to name the shape of everyday objects and older children are able to name more complex shapes such as a semi-circle. They use positional language well to give direction during their play. The children develop an awareness of capacity when they play with water and join in baking activities. They have opportunities to become more aware of the world in which they live as they join in activities that allow them to explore and investigate natural materials. The children talk about what they see and what is happening and they show awareness

of change. For example, they talk about the leaves falling from the trees. The children have some access to a computer and other interactive resources. They develop a sense of time as they follow the setting's daily routine and complete a calendar each day. They develop a sense of place as they visit local amenities and notice features of their surroundings.

The children have opportunities to explore their own thoughts and ideas through a variety of creative media. For example, they enjoy painting, collage, junk modelling, leaf printing using food colouring and making rice mats. The children sing spontaneously as they play and also benefit from weekly music sessions which helps them to develop an awareness of rhyme and rhythm. They engage in a variety of role play situations and are able to re-enact their own experiences to help them make sense of the world in which they live.

Helping children make a positive contribution

The provision is good.

Staff gather a wealth of information from parents about their children's individual needs to enable them to be in a position to best meet these needs. The children gain an awareness of their local community through trips out and visits from people who work in the community. The setting provides a good range of resources that reflect diversity to help the children develop an awareness of the wider world. The children celebrate their own and other festivals, helping them to value each other's similarities and differences and develop their understanding of other people's traditions and cultures. For example, they recently celebrated Diwali; staff dressed up in traditional dress and the children made cards for their parents and participated in a food tasting activity. Staff adapt the environment to ensure all children are able to take part in all activities, promoting inclusion. They demonstrate a positive attitude towards children with special needs.

Staff have a good understanding of the behaviour management policy and use it consistently in practice so that the children develop an awareness of what is expected of them. Staff use age appropriate strategies to manage children's behaviour and good supervision enables them to intervene before an altercation occurs, to distract the children. Staff act as good role models to the children; they treat the children with individual care and respect, use 'please' and 'thank you', listen intently when the children speak and encourage them to share and take turns. As a result, children are polite and behave well. Children receive consistent praise for their efforts and achievements and receive stickers as a reward, helping them to develop confidence and self-worth. An effective settling in procedure helps children to feel secure and develop a good sense of belonging. On arrival, the children are happy to separate from their parents and carers and they go happily to play with their friends. Staff encourage the children to be involved in daily routines, such as helping to tidy up and setting the table for lunch. Spiritual, moral, social and cultural development is fostered.

Staff build good working relationships with parents, who are greeted warmly on arrival. Staff complete an induction programme with parents when their children commence, and work with them to settle their children, helping to build trusting, three-way relationships. Effective systems are in place to keep parents informed about the setting and their children's activities. Parents are happy with the service provided, levels of care and activities afforded. The partnership with parents of children in receipt of nursery education is good. Effective systems are in place for

sharing information with parents regarding nursery education and also for gathering information about their children's starting points. Staff meet with parents to discuss their children's developmental progress. Parents are involved in their children's learning as they are asked to contribute to activity tables, help with fundraising events and they are also invited to work on specific areas of learning with their children at home.

Organisation

The organisation is good.

The registered person is also the manager and he keeps himself fully up to date with current legislation. He values staff and their professional development; consequently, there is not a high staff turn over and this provides continuity for children. An effective vetting procedure ensures children are well protected. Staff have a high regard for the children's well-being and they attend training to further develop their childcare practice. Of the 17 staff, 16 have a valid first aid certificate ensuring a high number of staff have up to date awareness of what to do in the event of an accident or minor injury.

The record of children's attendance shows that staff to child ratios are maintained to promote children's care, learning and play. Lots of consideration is given to the organisation of staff's working hours to ensure continuity for the children in their care. A good induction procedure ensures staff have a clear understanding of their roles and responsibilities. Staff organise space, time and resources well to meet children's needs.

All the required policies and procedures are in place and these work well in practice to positively promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All required documentation is in place, it is well organised and stored securely to maintain confidentiality.

The leadership and management of nursery education is good. The manager sets clear directions to staff and supports them well in the delivery of nursery education. Effective systems are in place for monitoring the delivery of nursery education. Regular staff meetings and weekly team meetings ensure open lines of communication. The manager has a good awareness of areas of development and liaises with an advisory teacher on such issues.

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

Improvements since the last inspection

At the last inspection recommendations were agreed in relation to safety, organisation of resources and documentation.

Safety has been improved as the drain covers in the garden have been made secure and the radiators now have guards or thermostatic valves fitted to make them safe. Resources are organised at child height enabling the children to initiate their own ideas. The short term plans include the roles of staff in activities and information on how activities will be differentiated to meet children's varying abilities. The children's record of attendance now includes the times of their arrival and departure.

Complaints since the last inspection

Since April 2004 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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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):

- continue to develop the systems for planning, observation and assessment in relation to the 'Birth to three matters' framework.

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 teaching practices to encourage children to use problem solving skills to calculate and further develop children's interest in information and communication technology.

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