



# Broughton Cottage Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY242362
<b>Inspection date</b>	10 January 2007
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<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?

Broughton Cottage Day Nursery is one of three privately owned and managed nurseries. It opened in 2002 and operates from five rooms in converted residential premises. It is situated in Dunton Green, Sevenoaks, Kent. A maximum of 27 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 55 children aged from three months to under five years on roll. Of these, 12 children receive funding for early education. The setting offers a Montessori approach to learning in conjunction with the Foundation Stage Curriculum. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, 10 hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are provided with a range of experiences, which help to develop their knowledge of good health issues. For example, they are encouraged, where possible, to be independent with self help skills, including toilet visits and hand washing. Effective hygiene procedures help to prevent cross infection. These include the use of appropriate cleaning solutions and designated cloths to clean surfaces, disposable gloves during nappy changes and the removal of shoes before entering the baby room. Children benefit from procedures which ensure they are well cared for if they have an accident or become ill. For instance, accidents are well recorded, parents are contacted if children become unwell at the setting and those with infectious illnesses do not attend. Children have opportunities to be active and staff offer effective support regarding the growing physical needs of babies. Nappy changes and sleep routines are recorded and these are made available to parents. Sleeping babies are checked regularly, although the sleep room is not always maintained at a comfortable temperature.

Children learn about healthy diets and are encouraged to make healthy choices regarding the food they eat. Drinks are readily available and babies are offered fluids frequently to help keep them hydrated. Children can choose from a selection of food at snack times, including fruit or finger vegetables. They benefit from a range of nutritious meals, which include meat, fish, rice and pasta dishes along with fresh fruit and vegetables. Feeds are recorded for babies and the very young children and parents receive feedback every day. Menus are displayed and staff work closely with parents to ensure children's individual dietary needs are met.

Children experience physical activity through the nursery education curriculum. They have regular opportunities to experience fine manipulative experiences as well as vigorous outdoor play. They demonstrate an awareness of the feelings associated with energetic play as they peddle bikes confidently and run around outside. They also know when they need to rest, and will find a soft cushion or chair indoors, where they can look at a book or relax.

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

The provision is good.

Children are cared for in a safe and secure environment. They have enough space to move around and play freely within safe boundaries. Toys, resources and other equipment are checked regularly to ensure they remain safe and appropriate for all the children attending. A risk assessment ensures potential hazards are identified and reduced. Daily visual checks promote children's safety at all times. For example, staff check the outdoor play areas before children go out to play to ensure there are no dangers. Babies and very young children are supported well by staff who allow them to move around and play independently, but supervise closely to reduce the risk of accidents. Older children are learning how to help keep themselves safe through meaningful adult explanations. For example, staff take the time to explain why certain

procedures are in place, such as, how to use the slide properly in the outdoor play area to help avoid accidents. Children move carefully between the rooms within the setting and learn how to use stairs and steps safely.

Children are well cared for because staff ensure effective procedures promote their welfare and safety at all times. An emergency evacuation procedure is practised regularly with the children and recorded. Staff have a sound knowledge of child protection issues, although these have not been updated to current requirements. Children are only released to those authorised by parents, which helps to ensure their safety at home time.

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

The provision is good.

Children settle quickly and are comfortable within the nursery environment. They are happy and involved, because staff provide them with good support and a range of stimulating toys, resources and free play experiences.

Babies enjoy close contact and frequent cuddles with staff who spend a lot of their time playing and talking with them. Their early communication skills are promoted, because their carers engage in warm verbal contact with them as they play. The setting has implemented the Birth to three matters framework to ensure the developmental needs of babies are met and staff understand the range of experiences required to enable them to make progress in all areas. For example, they enjoy playing with brightly coloured, interactive toys, which help them learn through using their senses. Young children investigate through resources including construction and role play equipment, which helps them to represent their experiences and ideas, and make connections as they play. Their creative skills are promoted, for example, as they join in with role play opportunities and sing action songs. These also help to develop their confidence and ability to listen and respond. Outdoor learning is promoted and children happily don warm coats and boots as they involve themselves in a range of activities, such as riding wheeled toys, balancing, exploring the nature area and using large apparatus.

### **Nursery education**

The quality of teaching and learning is good. Children are progressing well; through the stepping stones towards early learning goals. Their learning is good in relation to their initial starting points and capabilities. This is because the staff working with them implement the Foundation Stage curriculum well and build on their previous achievements. Planning is well documented and provided for parents and the next steps in children's learning are used effectively to inform future plans. Methods of observation and assessment, chart children's progress through to when they leave the setting. Transfer documents are then completed to help future practitioners plan for their learning needs. Regular written evaluations help to measure the effectiveness of the activities and experiences provided.

Children are confident, friendly and generally well behaved. They demonstrate personal independence as they select their chosen activities. A range of toys and resources are available, but are not always readily accessible in some areas of the nursery. Children know they can ask for whatever they wish to play with, although on occasions they are not provided with their

chosen experiences. This means they may be unable to play with what they would like. Children follow routines such as helping to tidy toys away, mostly without prompting. They use a variety of tools to make marks and learn to write their names using correctly formed letters. They can mark make for a range of purposes, for instance, during role play. They are able to sit quietly and concentrate during familiar stories or discussions and actively contribute their own ideas. They enjoy talking about their favourite interests, such as 'going shopping' and eating 'ice cream with chocolate flakes on'. Staff ask questions, such as, 'what colour are you using' and 'what are you going to draw?' to promote responses as children engage in mark making activities. Books are freely accessible and include those linking to the current topic 'transport'. Children have many opportunities to explore mathematical concepts. They show confidence with numbers and counting in a range of activities. They learn about shape, size and measure and use language such as 'big' to describe the size of a bus they are drawing. Children are fascinated by experiences that require them to solve problems. For instance, they demonstrate how to lock three padlocks together and then choose the right keys to open them. They are heard to exclaim 'I did it!' with excitement, as they open the last one.

Children experience opportunities to learn about themselves and the wider world through discussions about home lives and families. They also learn through a range of festivals, such as, Chinese New Year. Posters around the setting also help to illustrate the wider world. Children demonstrate curiosity for living things. For example, during an outdoor activity a number of children are heard to call out 'quick it's a snake!' and listen intently as staff explain that it is a large earth worm. They are fascinated by pouring water between containers and watching it spilling over and absorb into paper towelling. Children are developing very good hand eye co-ordination through well planned fine manipulative activities. Some are very competent when placing pegs around the edge of a container, while others can pick up pasta shapes with tongs. Outdoor play in all weathers, promotes children's developing physical skills as they run, balance and play on climbing apparatus. They enjoy singing familiar songs and creatively explore sound through musical instruments.

Overall, the provision plans and provides a good range of activities, experiences and play opportunities, to develop children's emotional, physical, social and intellectual capabilities.

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

The provision is satisfactory.

The children are welcomed into the nursery by attentive staff and their individual needs are promoted. They are settled and demonstrate a sense of belonging because staff affirm them regularly and spend much of their time talking and playing with them. Babies and very young children interact well with their carers and are not afraid to seek help or support. Children of all ages learn about diversity through the toys and resources provided, which promote positive images. Children learn the expected behavioural boundaries and ground rules are displayed throughout the setting. Staff are good role models who encourage good manners and manage children's behaviour in way that promotes their welfare and development. Children are frequently praised and encouraged for their achievements and good behaviour, which helps to promote their confidence and self-esteem. They benefit from consistency of care through the partnership with parents. Staff work closely with parents to support children's needs and share their progress.

The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures, although the complaints procedure has not been maintained confidentially.

The partnership with parents is good. Parents of children receiving funding for nursery education are invited to be involved in this area of their children's development. They receive a range of good quality information and are invited into the nursery regularly to share children's individual progress records and speak with their key workers. Curriculum plans are shared and displayed and parents receive daily feedback regarding activities and learning experiences provided. Parents are invited to contribute towards their children's learning, for example, they are invited into the setting to share their own knowledge and skills and some help children prepare resources for topics, at home.

Children's spiritual, moral, social and cultural development is fostered. They demonstrate a sense of wonder during activities that capture their imaginations and can be heard laughing and playing well together. They learn the importance of sharing and taking turns and are mostly well behaved and respectful towards the staff and one another. Children are sociable and play cooperatively together. They also enjoy time by themselves, for instance, playing with a puzzle or looking at a book. They communicate confidently and have opportunities to share their home news and interests with staff who listen and respond enthusiastically.

## **Organisation**

The organisation is satisfactory.

Children are settled and feel secure within a generally well organised and homely environment. They have secure relationships with familiar staff and take part in a variety of play and learning experiences. Effective systems help to ensure the adults working with children are suitable and staff development and training needs are promoted. The group informs Ofsted of any significant changes. The registration certificate is displayed and the necessary records are in place and shared with parents. Daily attendance records show clear arrival and departure times for children, although children's personal details are not included. The group are proactive and committed towards the continuing improvement of the provision. Children's welfare, care and learning needs are promoted, due to the range of policies and procedures, which help to underpin the group's practice.

The leadership and management is good. Staff are well led, deployed effectively and demonstrate a good knowledge of the Foundation Stage. There are clear aims to promote the development and achievements of all children. Planning is clearly recorded and covers all areas of the curriculum. Staff integrate the care and nursery education, to promote successful outcomes in all areas of child development and monitor children's development and learning needs well. The provision of toys, resources and experiences is good and children are progressing well. However, on occasions, children's free choice of activities is not always promoted effectively. Teaching and learning is monitored regularly, which means the overall effectiveness of the curriculum is evaluated well. Staff work with other early years professionals to help develop their practice and the setting is developing links with local primary schools to help prepare children for school life. The provider is committed towards the continuing improvement of the provision to ensure children can play and learn in a safe, secure and stimulating environment.

The nursery provides a professional service. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

A the last inspection the provider was left with seven recommendations. These included improving nappy changing procedures, promoting children's independence during toilet visits and maintaining comfortable room temperatures. The provider was also asked to ensure children's personal information was stored securely and to record clear arrival and departure times for children.

The recommendations have been addressed. Nappy changing is completed hygienically and where possible staff try to ensure children have independence and privacy with toilet visits and hand washing. Room temperatures have been addressed in relation to hot weather, although a further recommendation has been left regarding temperatures in the baby sleep room in colder weather. Children's information is stored appropriately and records of attendance show clear arrival and departure times for children.

The provider was also left with two recommendations for Nursery education. The first was to improve staff understanding of planning for the Foundation Stage and monitoring individual children's progress. The second was to improve staff teaching methods, allow children to look at books in a cosy environment and to improve their creative development opportunities through role play and art and craft activities.

Staff demonstrate a good knowledge of the Foundation Stage and early learning goals and monitor children's progress throughout their time at the setting. Teaching methods have improved and staff engage children well. Books are freely accessible in designated areas with soft furnishings and a range of art, craft and role play opportunities are provided. However further recommendations have been set regarding the accessibility of free choice activities.

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

Since the last inspection, Ofsted has received one complaint about the setting. This related to Standard one: Suitable Person and involved concerns about how the setting was managed. Ofsted investigated by carrying out an unannounced visit on 09/08/2005 during which all issues were addressed in detail with all staff present. As a result of the visit, one recommendation was set under Standard 4; to maintain a comfortable temperature for all children at all times. The provider remained qualified for registration.

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.

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

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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 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):

- promote the comfort and wellbeing of babies by monitoring the temperature in the sleep room to ensure it is appropriate at all times
- promote children's welfare and safety by ensuring the record of complaints is maintained confidentially
- promote children's welfare and safety by updating staff knowledge of child protection issues to current requirements
- Ensure the appropriate information for children is available with the records of attendance.

#### 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):

- support children's ability to make choices regarding their play opportunities by ensuring they are provided with the experiences they have requested
- continue to promote opportunities for children to access an effective range of freely available toys, resources and activities.

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)