

Cottage Day Nursery (The)

Inspection report for early years provision

Unique Reference Number	136094
Inspection date	22 May 2007
Inspector	Susan Esther Harvey
Setting Address	3 Lower Stone Close, Frampton Cotterell, Frampton Cotterell, Bristol, Avon, BS36 2LG
Telephone number	01454 777900
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Registered person	Partnership of PS & BJ Draisey
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

The Cottage Day Nursery opened in 1997. It is situated in the village of Frampton Cotterell, South Gloucestershire. It operates from a converted detached Victorian house. A maximum of 45 children may attend at any one time. The nursery is open all year round from 07:30 to 18:00 excluding bank holidays and one week at Christmas.

There are currently 56 children aged three months to five years on roll. Of these, 21 currently receive funding for nursery education. The nursery can support children with learning difficulties and children who speak English as an additional language.

The nursery employs 11 members of staff. Of these, seven hold appropriate early years qualifications, and two staff members are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children benefit from the opportunity to taste fresh fruit at snack and meal times. A wholesome cooked lunch is provided and children enjoy eating their meal together. Children enjoy taking turns in setting the table for others. Children are provided with drinks of water and milk at meal times, and independently serve themselves from jugs. However, fresh drinking water is not readily accessible to children throughout the day. Some children learn about appropriate hygiene routines as they independently wash their hands before meals. This is not consistent throughout the nursery as young children are not encouraged to learn good hygiene routines. Children use the same towels to wipe their hands. As a result, positive steps are not taken to prevent the spread of infection.

All necessary consents are provided by parents, and staff hold a recent first aid certificate. Most of the documents are completed appropriately. However, the accident record does not have all the necessary information such as the full signature of staff members. Most of the children have regular access to fresh air each day. However, this is not part of the daily routine for babies and young children. Children have sufficient opportunities to access equipment such as scissors and pencils to develop their co-ordination skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The environment in which the children are cared for is bright and clean. There are posters and photographs around the walls which makes it inviting to children. The premises are secure and children are protected from unexpected visitors, through staff monitoring of the main entrance and a well used visitors book. Risks to children inside and out are appropriately managed by staff. This includes the use of a door stop to prevent children catching their fingers. Children learn to keep themselves safe as they help in tidying away toys. They learn appropriate fire safety as they take part in emergency evacuation drills.

There are a selection of small tables and chairs in the nursery and large cushions on which children can relax. However, there is limited domestic furniture in order for children to develop mobility and to continue home life experiences.

Staff have an appropriate understanding of their responsibility to safeguard children. They have an appropriate understanding of the recording and reporting procedures in order to keep children safe.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children are independent while in the nursery. Mostly young children are settled and are comforted by some staff members. Young children develop their sensory experience by playing with shredded paper and flour. Plans for young children link in with a framework such as Birth to three matters, details of which are displayed for parents to see. Children are provided with activities and resources which adequately cover their age and stage of development. These are set out ready for children to use on arrival.

Staff plan activities for children which include the life cycle of a chicken, but are unfamiliar with the Foundation Stage curriculum and guidance sufficiently enough in order for children to reach their full potential.

Nursery Education

Teaching and learning is inadequate. Staff have limited understanding and use of the Foundation Stage curriculum and the application of linking the stepping stones in with planned activities. For example, there is no planned or consistent approach in order for children to increase their skills in calculation or comparing numbers with objects. There is no planned physical activity in order for children to fully develop their coordination and a positive attitude to exercise. Children are not sufficiently questioned by staff in order that their reasoning and language are able to be developed to the full potential. However, children are secure in their knowledge of shapes and colours, and are able to identify their name. Children enjoy listening to stories and are able to sit for long periods of time while listening to story tapes. Children select from the activities set out for them by staff. They are confident in their surroundings and independently put on their shoes and coats with little assistance. Children enjoy using pencils and colouring in pictures of chickens, and frogs. They concentrate well and take time and effort to make sure the colouring looks good. Children are able to use equipment such as a mouse for the computer, and a mobile phone, while imitating adult actions. As a result, children are learning to perform simple functions using everyday technology. Children learn about various festivals such as Diwali, and have the chance to learn other languages such as French. Children are able to plant seeds in flowerpots and watch them grow. They experience using equipment such as flower pots and small watering cans. They enjoy comparing different shape and size of hands as they develop an understanding of themselves and their body.

Helping children make a positive contribution

The provision is satisfactory.

Children learn to cooperate and contribute to the group by helping to clear away their toys. Children behave well and play together sharing toys and books. Children can attend French lessons if parents wish. Children experience a positive contact with others and often ask each other to join them in play. Young children join together to listen to music tapes. Staff are not promoting the welfare and development of children's behaviour, for example inappropriate management strategies with young children. As a result, young children are not having a positive experience in developing their self-esteem. Children's spiritual, moral social and cultural development is not fostered. Staff caring for children with learning difficulties are attending training in order to further identify children's individual needs. Children have access to a small selection of books that reflect positive images of culture, and learn about various festivals such as Diwali and Halloween through activities and stories.

Parents of young children receive a written report four times a year and a daily record of what their child has done during the day. Parents are unsure of the process the nursery would take if they had a complaint and are not aware of any complaints made to the nursery.

Partnership with parents is inadequate.

Parents feel staff are friendly as they report back verbally each day on what their children have been doing. New parents have an information pack and the chance to look through the policies and procedures which are kept on a table in the front hall. There is no formal system in place for staff to talk to parents regarding their children's progress. There is limited information to

parents about the Foundation Stage curriculum and stepping stones. As a result, parents are not fully informed of what their children are learning and their general progress. Parents have little opportunity to be part of their children's learning. As a result, children do not benefit from the important link between home and nursery. Parents are provided with a written report three times a year which they say is informative. They also have a newsletter each term which informs them about the topics staff are covering.

Organisation

The organisation is inadequate.

The setting does not meet the needs of the range of children for whom it provides care and education.

Leadership and management are inadequate. There have been staff changes in the nursery and existing staff are inexperienced in the implementation of the Foundation Stage curriculum and stepping stones. Staff do not have a clear focus on the personal development and achievement of all children. There is insufficient monitoring of the curriculum to identify strengths and areas for improvement. There is limited effectiveness by staff in providing an environment where every child matters. However, staff meet regularly to discuss and plan activities which they select for the children. But they do not evaluate the activities sufficiently to show how effective they are in promoting children's learning. Children's personal details are kept in a secure place. Policies and procedures are in place and accessible to parents. Staff are insecure in their knowledge of the Foundation Stage and have a limited awareness of how children learn. The local authority visit the nursery in an advisory capacity and the manager has attended a Birth to three matters course.

Improvements since the last inspection

At the previous care inspection the provider was asked to: devise a written statement of procedures to be followed in the event of a parent failing to collect a child; devise a written statement of procedures to be followed in the event of allegations of abuse made against a member of staff; ensure that confidentiality is maintained when completing accident and incident forms; improve the key worker system so that staff assume responsibility for the well-being of their key children on a daily basis; and ensure staff follow hygienic procedures to limit the spread of infection, in particular, with regard to bedding.

Policies for a parent failing to collect a child, and a procedure in the event of an allegation against staff members is now included in the operational plan. Key workers are fully responsible for individual children and report back to parents. Children have their own bedding when sleeping. This has improved record keeping and partly improved preventing the spread of infection.

At the previous education inspection the provider was asked to: ensure all staff are given sufficient guidance to avoid missed opportunities for extending children's learning; develop planning to include more opportunities for children to write spontaneously; and continue to review, develop and extend the children's observation and assessment system, to further promote children's progress. The early years advisory teacher visits and supports staff in their observation and assessment of children's progress. However, this is not fully implemented. Children now have ready access to pens and paper in order to be able to draw and write spontaneously. This has improved children's writing skills.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action. Concerns were raised relating to several standards. This included National Standard 1, Suitability, the number of children cared for is being exceeded. National Standard 2, Organisation, registers are not being maintained and supervisors may not have the appropriate qualification. National Standard 4, Physical Environment, the temperature setting is often noticeably too high, and there is not adequate room for the number of children.

An unannounced visit took place on 18th May 2006 where actions and recommendations were set. This included actions under Standard 1, Suitability, ensure supervisors hold a level 3 qualification and the supervisor working with children under 2 years is specifically trained to care for babies. Standard 2, Organisation, ensure staffing ratios are maintained at all times and that registers are completed at the time of children's arrival and departure to include times, and, inform Ofsted of any significant changes including the surnames of key staff. Recommendations were set under National Standard 2, Organisation, National Standard 7, Health.

A follow up visit took place on 3rd July 2006 and it was found that all the actions and recommendations were suitably addressed. No further action was taken and the provider remains qualified for registration and meets the National Standards.

The provider is required to keep a record of complaints which they can see on request. The complaints record may contain complaint other than those made to Ofsted. The provider has not recorded all the complaints made to Ofsted by parents.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- make sure the registered person promotes the good health of children and takes positive steps to prevent the spread of infection
- provide a complaint procedure for parents which conforms to the revision of the National Standards 2005
- make sure the adults caring for children in the nursery are able to manage a wide range of children's behaviour in a way which promotes their welfare and development

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- make sure parents are informed about their children's progress in line with the Foundation Stage curriculum and that they receive information about the stepping stones
- include all areas of learning in the planning with special regard to understanding of numbers and increase their skills in calculation or comparing numbers with objects
- improve staff interaction and knowledge of the Foundation Stage in order for children to reach their full potential

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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