

# Garden Cottage Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	113496
<b>Inspection date</b>	21 June 2007
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<b>Registered person</b>	Lesley Jane Denman
<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 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?

Garden Cottage Nursery is situated in a converted flint barn with two conservatory extensions. It is located in a rural hamlet, adjacent to Windlesham House School and serves a number of surrounding villages. It has fully enclosed outdoor play areas.

The nursery is registered to provide full day care for 40 children under five years and over two years. It is open each weekday during term time from 08:30 until 16:30. There are currently 83 children on roll. Of these, 39 receive funding for nursery education. There are four children on roll with learning difficulties. Currently, there are no children who speak English as an additional language.

The nursery is privately owned and run by the proprietor, who has an appropriate level 3 qualification. She employs a nursery manager who is supported by nine members of staff. The majority of these hold appropriate early years qualifications. The setting receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children participate in a good range of physical activities. These contribute to their good health and physical development. Each day before circle time, they do some indoor exercise and learn about the effect of this on their body. Children enjoy the outdoor play area. They choose their favourite vehicle from a good range, such as sit in cars, tricycles and scooters. They move around confidently and show an awareness of space. Children take part in Sport's Day and do simple races, such as running.

All staff have a current first aid certificate. This means they can administer first aid in the event of an emergency. However, the nursery has not requested written permission to seek emergency medical treatment. The setting has a written policy on sick children and this includes information about infectious ailments. Children who are contagious do not attend the nursery; this ensures that diseases are not spread. The setting asks parents for written permission before they administer medicine and records are appropriately maintained. The setting keeps records of accidents and incidents; however, details are not always consistently recorded.

Staff understand the importance of a balanced diet. Children have a morning and afternoon snack, such as carrots, apples and biscuits. They select either milk or water and some older children pour their own drink. For lunch, children bring a packed lunch from home or have a hot meal delivered to the nursery. Examples include turkey and vegetable casserole and blackcurrant yoghurt for dessert. There is a water dispenser and children help themselves to a drink at any time.

Children are looked after in a very clean environment. There are procedures in place for maintaining good levels of hygiene. Staff are vigilant. They sweep the floors and clean the tables with anti-bacterial spray before snack and meal times. Children learn the importance of good personal hygiene through gentle reminders from the staff, such as, flushing the toilet and washing their hands. Children show good levels of independence in their toileting skills and enthusiastically use the hand gel before eating their food.

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

The provision is good.

Children play in a bright and welcoming environment. The good organisation of space means that children move around independently. They choose from a range of toys for use inside and outdoors. A strength of the setting is the wide range of quality books. Children of all ages enjoy browsing these, alone or with a friend. Each day, staff set up a range of interesting activities that support learning in a variety of areas. These include role play in the café, jigsaw puzzles and painting. Children are keen to explore and are confident as they play, for example, in the making area or in the large playhouse.

There are effective procedures in place for the safe arrival and departure of the children. There are written guidelines to follow in the event of a lost or uncollected child. Each day, a member of staff does a visual safety check before children arrive. However, some items in the outside area pose a potential hazard, such as, an uncovered drain. Children learn to take responsibility for themselves. They take part in regular fire drills, learn to walk inside the building and are involved in some risk assessments.

There is a written policy and clear procedures for outings. Before each trip, a full written risk assessment is completed. This includes consideration of appropriate car seats, parental permissions and a high number of adults to accompany the children.

Children in the setting are well protected because the manager and some staff have a good understanding of their role in child protection through training. The nursery has the relevant documentation, knows what action to take and the procedures to follow if they had concerns about a child in their care.

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

The provision is good.

Children play in a stimulating environment that helps them to feel secure and welcome. Staff spend a lot of time to settle the children and to develop close relationships. This means that children are happy during the day and take part in a range of interesting activities. The good ratio of staff means children have guidance and support as they choose their favourite toys and activities. For example, when they play a matching game, an adult helps them to develop their language skills with open ended questions.

Children choose from a wide range of resources and activities. These are put out by the staff or accessed by the children. They include malleable play, construction, painting and imaginary play. Young children like to play in the sand and water and enjoy painting cloud pictures. A favourite activity is moulding the Play Dough. Children enthusiastically make a walrus with a special curly tail. There are opportunities for younger children to explore using their senses, for example, they investigate the different sounds of musical instruments. Children begin to develop social skills as they build a tower with a friend or set up an ice cream kiosk.

Staff understand that children need different activities according to their developmental stage and they adjust the activities accordingly. Staff have a working knowledge of 'Birth to three matters' and use the guidance for some of their planning.

### **Nursery Education**

The quality of teaching and learning is good. The majority of staff have a good understanding of the Foundation Stage and the areas of learning. The nursery are currently evaluating and adapting their approach to planning. Currently they have six topics. These include 'people who help us' and 'all about me'. Short term planning gives details of a weekly focused activity and other areas of learning, such as, graphics and outside play. Staff are introducing a reflection sheet, this will record what children do and will inform their future plans. Observations and assessments are transferred into the developmental records. However, these do not always inform the future learning of individual children.

Children are keen to choose activities and they enjoy new challenges. For example, they play for a long time in the shoe shop, where they measure feet, try on shoes and decide how much they cost. They show good levels of co-operation as they play alongside their peers, for example, on the computer. Children are independent, they wash up their cup and plate after snack time and tidy away their toys. Children have a good self-esteem because staff seek their opinions and value their contributions, for example, their ideas when planning the topics.

Many children speak with confidence during circle time and in role play activities, for example, in the café when they choose their food from the menu. A number of children are confident

at recognising and writing their own name. Each day, children practise a different sound and listen to their peers talking during circle time. Children read to a member of staff each morning and some are confident readers. There are opportunities for the children to practise mark making skills in a fun way, such as, the restaurant or shoe shop.

Children see and use numbers in the environment, for example, a number line. Children are progressing well towards the early learning goals and some can count over 20 in a familiar context. Children learn about shape, space and measure during an empty and full game and as they use solid shapes to construct a tower.

Children are confident and independent when they use the computer. They show a good level of mouse control skills for counting games or to help people cross the river in a boat. Children learn about earth as part of their elements topic. They plant and tend their own sunflower seeds in the garden. They learn about the wider world through an interactive globe and eagerly find the sea creatures in the Pacific Ocean. Children are fascinated as they use magnifying glasses in day to day activities and love to look at the dinosaur figures.

Children demonstrate a proficient use of scissors, tools and writing implements. For example, in the making area they carefully create a card for their Mum. They eagerly join in singing sessions with a parent who uses a range of stimulating resources, such as, a white bear and a car. Children have opportunities to express themselves through a range of different mediums. They create a fire engine from models, do free painting and make a card for Father's Day.

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

The provision is outstanding.

All children and their families are welcomed and play a full part in the life of Garden Cottage Nursery. Staff have a good awareness of individual needs and respect the family context of each child. Children have extensive opportunities to learn about the world around them and the setting has strong links with the local community. For example, at harvest time, children visit the local RAF home. They take donations of produce and entertain the residents with their songs. Recently, children were active participants in an exciting fund raising day for a local children's hospice. They enthusiastically sang and danced on the stage as part of the opening ceremony. This means the children are really learning about less fortunate people. Liaison and close links with other local schools are excellent. Children visit the reception classes and staff from neighbouring schools regularly visit the nursery. These positive community links help children to have a happy and smooth transition to their next school.

Children have a wealth of opportunities to learn about their own and other cultures. Every day, they learn Spanish as part of their educational programme. Many children confidently count to ten in Spanish and ask for their milk or water by using the Spanish words. The nursery celebrates a number of different festivals. During Diwali, children make clay diva lamps and at Chinese New Year, they attempt Chinese writing and eat with chopsticks.

The setting positively welcomes children with learning difficulties or disabilities. Currently, four children have additional support. The owner and manager have joint responsibility for learning difficulties and disabilities. They have attended a good range of training courses. These include, communication using all senses and developing speech sounds. When appropriate, children have an individual play plan. This means that suitable activities are planned for their learning needs.

Children in the setting behave very well and respond to requests for suitable behaviour. They benefit from staff that have a calm and considered approach. The nursery use appropriate strategies for young children. They have a strong emphasis on explaining why some behaviour is not appropriate and children are encouraged to think for themselves. Children learn important social skills, share and take turns. Children benefit from lots of praise and encouragement. These strong aspects of the provision foster children's spiritual, moral, social and cultural development.

The partnership with parents and carers is outstanding. This contributes significantly to the children's well-being. Parents receive a good range of information about the Foundation Stage and the topics. Parents are able to contribute to the planning process. This means they are actively involved with their children's learning. Before children start at the nursery, parents visit on a number of occasions. They help their child complete a welcome sheet; this gives details of favourite toys and special comforters. Throughout the year, there are many evenings and social activities for parents. For example, during a new parents welcome evening the owner and manager lead a practical session. This demonstrates how much children can learn just from one apple, such as textures, colours and numbers. The setting shares the developmental records with parents on a number of occasions. Parents are very happy with the setting. They feel welcome and well informed. In particular, they like the kind, flexible staff, the cleanliness of the building and the good quality food. Parents feel the nursery gives the children a good foundation for their future education.

## **Organisation**

The organisation is good.

Staff with suitable early years qualifications and experience care for the children. They strive to achieve excellence through continual reflection of current practice. The staff attend regular training and have a good knowledge of the Foundation Stage. This means that the care and support that children receive helps them to feel secure, happy and confident. Generally, staff deployment is effective and children are well supervised. Staff have a clear understanding of their role when they support children in their play and activities. Areas of learning are stimulating, well organised and suitable for the developmental stage of the children.

The majority of documentation that is required for the safe and effective management of the nursery is in place. Most of this is well maintained and securely stored. However, the record of attendance does not show accurate times of the children's arrival and departure. The setting keep child developmental records. These are regularly shared with parents and contribute to the continuity of the children's care.

Leadership and management is good. The owner and manager work in partnership. They are enthusiastic and committed to improvement. They have a good understanding of current childcare practice. This means they can support the care and learning of the children. Effective recruitment procedures are in place and new staff have an induction programme. Staff appraisal focuses on individual development and training needs are identified and planned. Staff have regular meetings. This enables them to plan the children's learning, discuss settling in procedures and the needs of individual children.

The setting meets the needs of the range of children for whom they provide.

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

At the last inspection, the setting was asked to ensure parents sign the accident and medication books, ensure the child protection statement includes the procedure to be followed in the event of an allegation being made against a member of staff or volunteer and to keep a record of visitors. They were asked to develop and implement a procedure for a lost or uncollected child.

The setting has made progress in these areas and this has contributed to the children's welfare. They keep a record of visitors, have a written procedure for a lost or uncollected child and have updated their child protection procedures. Parents have signed the majority of medical records.

The setting was asked to provide parents with opportunities to discuss their child's progress. Parents have many informal and formal opportunities to see and discuss their children's records. This means they are well-informed and active partners in the education of their child.

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

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.

## **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 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):

- seek permission from parents for emergency medical treatment
- ensure all outside risks and hazards are identified and minimised effectively
- ensure children's arrival and departure times are recorded.

#### **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):

- further develop planning and assessment techniques in order to plan for the learning needs of individual children.

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)