



## **Broughton Cottage Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY242362
<b>Inspection date</b>	21 July 2005
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<b>Registered person</b>	Longacre Childcare Ltd
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Broughton Cottage Day Nursery has been registered since 2002. It is owned by Longacre Childcare Ltd and operates from within purpose-designed accommodation in Dunton Green, Sevenoaks, Kent. A maximum of 27 children, aged under 8 years, may attend at any time. Overnight care is not provided. At present there are 55 children, aged from 6 months to 4 years, on roll. The nursery is open Monday to Friday, throughout the year, from 08:00 to 18:00. Children have access to a fully

enclosed outside play area.

The nursery follows the Montessori teaching principles, combined with traditional early years teaching. A team of 11 staff work with the children. Of these, eight hold recognised early years qualifications and two are currently working towards a qualification. Staff are experienced in supporting children with special educational needs and children who speak English as an additional language. The nursery is a member of the National Day Nurseries Association (NDNA) and receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children play in a clean and well-maintained environment. They use the garden throughout the year, enabling them to have plenty of fresh air and exercise. Children understand the importance of health and hygiene as staff explain the importance of keeping healthy. Older children take care of their own needs and recognise when they must wash their hands, particularly after they have played in the garden, before eating and after using the toilet. Staff support younger children to ensure their individual care routines are established. Babies follow their own sleep routines to ensure they have sufficient rest and sleep, according to their own needs. Sleeping babies and younger children have their own bedding, to prevent cross-infection between children. Staff are mostly vigilant in preventing infection by regularly cleaning and sterilising toys. However, staff are not always consistent in following nursery policies during nappy change routines and do not always clean the mat in between nappy changes. This does not prevent cross-infection between children. Children's dietary needs are catered for. Children enjoy a range of home-cooked meals and nutritious snacks, such as fresh fruit. Older children understand why they must have regular drinks and can access drinking water easily. This enables them to help themselves to drinks when they are thirsty as they recognise and respond to their body's needs. Babies and younger children are offered regular drinks to promote their health and well-being.

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

The provision is satisfactory.

Children have easy access to a range of toys and resources which are safe and appropriate for their age. Babies crawl and learn to walk in a child friendly environment where appropriate precautions are taken to identify and address hazards. Staff check all toys and equipment regularly and take necessary precautions to ensure children's safety. For example, all hazards that are identified are quickly made inaccessible to children to protect them from harm. Staff supervise children closely when playing outside and ensure all areas are safe before children go out to play. Children learn about safety through explanation and topic work. Staff explain to children why they must not run inside and teach children the importance of

road safety through role play. Children are protected in the event of an emergency, as staff regularly practice evacuation procedures and review policies wherever necessary. The premises are secure and effective arrangements are in place to ensure visitors to the nursery are always escorted by staff to safeguard children. Although children have their own group rooms, the current toileting arrangements are not effective and do not ensure children's privacy. Staff are aware of child protection policies and understand the procedures to follow if they have any concerns.

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

The provision is satisfactory.

Children enjoy a range of activities that are stimulating and well balanced for their age and stage of development. Babies and young children gain much from being together. They learn to communicate and develop good relationships. Non-verbal babies convey their needs through gestures and sounds, which staff clearly understand and respond positively to, enabling babies to feel valued, secure and loved. Young children are introduced to a range of play opportunities, such as art and craft, sensory play, puzzles, small world play and sand and water play. They explore nature in the garden as they plant seeds and grow their own vegetables. Children develop their independence as they learn to take care of their own needs and start to feed themselves with minimal help required from staff. Children interact well with one another and start to learn to share and co-operate. They sit together to listen to stories and join in enthusiastically with songs and rhymes. Children approach staff happily and engage in play with them.

### **NURSERY EDUCATION**

The quality of teaching and learning is satisfactory. Staff have some understanding of the Foundation Stage curriculum and plan activities covering all areas of learning. However, some plans do not clearly identify children's differing abilities and progress towards the early learning goals. Some planned activities are very adult-directed and allow children very little free expression of their own ideas. Although children's progress is monitored, records are not always updated on a regular basis. This prevents staff from regularly recording children's progress and planning their next steps in learning. Due to the current layout of group rooms, children are not able to access creative activities independently at all times. This inhibits their imaginative development and free expression of ideas. Staff form close relationships with children and they implement consistent strategies for managing children's behaviour. This enables children to clearly recognise right from wrong and understand acceptable behaviour. Children have some opportunities to develop independence as they dress themselves with minimal help, use a knife and fork at lunch time and pour their own drinks. Children show care and respect for one another and they are concerned when they know another child is hurt or upset. Children engage in fluent conversations with staff, enabling them to develop their language and communication skills. Children practise pencil control regularly and develop hand writing skills. The current presentation of the book corner is not inviting and stimulating. This discourages children from using it freely and developing their interest in books and stories. Children have some opportunities to count and develop mathematical skills in

measuring, sorting and weighing through practical activities. The outside area is used well, enabling children to observe nature, explore mini beasts and investigate change. Children use programmable toys and clearly understand how things work. They have many opportunities to develop physical skills as they use wheeled toys, crawl through tunnels and use balancing resources.

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

The provision is satisfactory.

Children are valued as individuals and show care and respect for one another. They learn about diversity through planned topics and themes and as they celebrate a range of festivals and customs. Children play with resources which reflect diversity within society and they learn about the wider world through topic work. Staff are committed to adapting the daily routine to follow children's individual care needs. For example, babies follow their own care programmes, in terms of sleep patterns and feeding routines. However, the written information regarding individual children's personal medical needs is not stored securely. This does not ensure confidentiality and sensitivity to the individual child. Children with special needs are supported well. Staff are experienced in working with external agencies, in order to support children fully and integrate them into the nursery routine. Staff are aware of children who speak English as an additional language and some procedures are in place to support them. Children's behaviour is managed well as staff are consistent in their approach to teaching children about right and wrong and acceptable behaviour levels. As a result, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Staff are committed to working in partnership with parents to ensure children's care routines and daily achievements are shared. This promotes consistency for children between the care routines practised at home and those at nursery. Parents receive written information on nursery policies and procedures, such as the Birth to three matters framework and the Foundation Stage curriculum; further information is exchanged on a verbal basis each day. Appropriate parental consent is obtained to ensure that children are cared for in accordance with parents' wishes.

### **Organisation**

The organisation is satisfactory.

Staff are qualified and experienced nursery practitioners who work well together as a supportive team. They have opportunities to extend their knowledge and skills through the completion of further training to ensure their childcare practice meets regulations. Children receive plenty of individual attention and supervision from staff, as appropriate adult to child ratios are adhered to. Children are protected from staff who have not been vetted as procedures are in place to ensure all staff are fully vetted and cleared to work with children. Regulatory documentation is in place, although the record of children's attendance is not always accurate as it is not updated regularly.

The leadership and management is satisfactory. Management are committed to making on-going improvements and have recently embarked on the Kent Quality Kite Mark scheme. However, management have not identified the current shortfalls in the organisation of the nursery where it is not fully effective and often inhibits the overall range of activities and learning opportunities available to children.

The setting meets the needs of the range of children for whom it provides.

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

At the last Children Act inspection, several recommendations were raised. The first recommendation related to staff updating their knowledge and understanding of child protection issues. Staff have addressed this issue as some staff have now attended training and demonstrate an awareness of how to protect children and the relevant procedures to implement, if necessary.

The second recommendation concerned parents signing incident records. Staff now ensure that all incidents are consistently signed by parents to ensure that all relevant information relating to children is exchanged between staff and parents.

Three key issues were raised at the last education inspection. Two of these issues related to the organisation of the group room and accessibility of activities for the funded children. Staff have addressed these issues by designing new room layouts, incorporating accessible resources covering Knowledge and Understanding of the World, Mathematics and Communication, Language and Literacy. Some additional equipment has also been purchased. Although the room layout has been reviewed and the book corner has been made larger, the present organisation of the premises, does not enable children to independently undertake a full range of activities from their own choice, covering all six areas of learning. This still remains a weakness in provision.

The third key issue raised from the education inspection related to children being encouraged to use their independence more to enable them to select their own activities. As with the previous issues staff have reviewed the organisation of the room, enabling children to make a choice of some activities, although they have limited further opportunities to self-select their own resources. This also remains a weakness in provision.

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

Since April 2004, Ofsted has received three complaints about the setting. The first complaint related to Standard 7- Health and concerned hygiene practice. Ofsted carried out an investigation into this complaint and the provider was asked to interview staff and carry out a full internal investigation. The provider produced the evidence requested and an explanation of the issues raised. No further action was taken.

A second complaint was received relating to Standard 1 - Suitable Person and

Standard 4 - Physical Environment, concerning staffing levels and room temperatures within the nursery. Ofsted carried out an investigation into these complaints as part of an education inspection. The provider produced evidence and an explanation of how the issues have been addressed. No further action was taken.

A third complaint was received relating to Standard 1 - Suitable Person and concerned care practices within the nursery. Ofsted investigated this complaint by undertaking a visit to the nursery. After interviewing staff no further action was necessary. However, a separate discussion took place on a different matter and a recommendation was made relating to the recording of incidents. No further action was taken.

The provider remains qualified for registration.

## **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 satisfactory.

### **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):

- ensure the record of children's attendance reflects the times of arrival and departure and is accurately maintained at all times
- improve procedures for nappy changing to ensure good health and hygiene is consistently promoted
- ensure children's personal and confidential information is stored securely to maintain confidentiality
- review the current arrangements for toileting, to ensure children's privacy and independence is promoted at all times

#### **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):

- improve staff's understanding of planning for the Foundation Stage curriculum and the systems for regularly monitoring children's progress towards the early learning goals. Ensure children's differing abilities and learning levels are

clearly identified in planning records to enable all children to progress in their learning at their own rate

- improve staff's understanding of teaching methods, to enable children to have time to express their own ideas freely and in their own time. Improve provision for children to see books clearly and to have time to look at books freely within a cosy and comfortable environment. Develop the opportunities for children to express themselves creatively through child-initiated art, craft and role play

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