

# The Cottage Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	206103
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<b>Registered person</b>	The Cottage Day Nurseries 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 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?

The Cottage Private Day Nursery opened in 1990. It operates from nine rooms in a residential property and converted outbuildings in Derby. The nursery is open each weekday from 07:30 to 18:00.

There are currently 73 children from two to eight years on roll. Of these, 37 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 13 full-time staff, all of whom have a recognised early years qualification. The nursery has achieved a recognised quality assurance scheme 'Steps to Quality' and is a member of the National Day Nursery Association (NDNA).

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are cared for by staff who have a good understanding of all health and safety issues. Staff complete a comprehensive health and safety induction programme followed by a multiple choice test paper to check their understanding of current good practice and legislation. All staff are first aid trained. As a result good systems are in place to ensure children's health is well promoted. Rigorous routines which are very specific ensure that all areas of the nursery are clean and hygienic; staff use colour-coded cloths for different tasks and wear disposable gloves and aprons when changing nappies or cleaning up bodily fluids. Children learn the importance of good personal hygiene such as hand washing and flushing the toilet after use. Pet cleaning routines are used as an example of when children need to wash their hands and children learn about the spread of germs. Wall-mounted dispensers in each of the rooms encourage children to use tissues when necessary such as blowing their noses. Older children brush their teeth as part of their daily routine and learn the importance of good oral hygiene. Good procedures are in place for sick and infectious children which help prevent the spread of infection and keep children healthy. However, written consent to seek emergency medical advice and treatment lacks all the necessary detail which may potentially compromise children's health consistently.

Children benefit from a healthy diet and they enjoy a varied menu of freshly prepared balanced meals and snacks. Menus are devised in consultation with parents and staff and include meals to suit all tastes. They are nutritionally balanced to provide dairy, protein and carbohydrates. As well as traditional British meals, children enjoy risotto, curry and moussaka. Snacks are interesting and varied to include pitta breads, wraps, crudities or a 'ploughmans'. All dietary requirements are respected and a vegetarian option is available. Older children have an 'open snack' system where they can opt to have their snack at any time within a two hour timescale. At times, children cut up their own fruit or make sandwiches. Children are able to access fresh drinking water throughout the day and have drinks to accompany their meals.

Children enjoy a wide range of physical activities, which contributes to their good health. Regular outdoor play sessions help children to develop control and coordination as they ride bikes, kick, throw and catch balls or move across balancing beams. Children join in well with action songs, musical games and dance sessions. They enjoy singing 'Heads, shoulders, knees and toes' or exploring how they use their feet in different ways, for example, skipping, hopping, stamping or walking on their heels or tiptoes. Children at times go for walks in their neighbourhood to post letters for example. This enhances children's physical development.

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

The provision is good.

Children are cared for in a clean and well-maintained environment which is safe for their use. Staff follow 'housekeeping' procedures such as ensuring there is sufficient space in which children can play, ensuring that all areas are clean and tidy and that rooms and activities are well organised. Access to the nursery is closely monitored and a record of visitors is maintained. A range of safety policies is in place which staff effectively implement on a daily basis. These factors help to provide a safe and secure environment. Children use a range of safe resources and equipment which is developmentally appropriate. Staff talk to the children about safety aspects when inside and outside the nursery to minimise the risk of accidental injury and to

protect them from harm. For example, children understand that they must not stand on chairs or push each other. They must be careful when using scissors as they are sharp and they must not put them in their mouths. Children are gently reminded by staff not to run whilst inside and often only need to hear staff call their name before remembering to walk. This helps children take responsibility for keeping themselves safe.

Children are familiar with emergency evacuation procedures which are regularly practised. These are carried out randomly to take account of children's patterns of attendance. Written policies and procedures and all necessary parental consents are in place for the well-being of children. Staff maintain accurate accident records which are shared with parents. Staff know what to do if a child is uncollected and have appropriate measures in place should another adult arrive to collect a child to ensure children are safe and well cared for.

Staff understand their role in protecting children from harm. They are familiar with signs and symptoms of abuse and the necessary procedures to implement should they have any concerns. Staff regularly attend training to update their knowledge and procedures are revised accordingly. They are familiar with Local Safeguarding Children Boards and with procedures where an allegation of abuse is made against a member of staff.

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

The provision is good.

Children enter the group confidently and enjoy their time in the setting. Children between the ages of two to approximately three years are happy in their play. They interact positively with staff and each other and are beginning to share and take turns. Resources are easily accessible and children make choices regarding most aspects of their play. Some planned activities are available for children to participate in if they choose. Practitioners providing care for children under three use the 'Birth to three matters' framework very effectively to improve and develop all opportunities for children's play and learning. Consequently, children experience a wide range of interesting activities to develop their imagination. They enjoy wrapping their 'babies' in blankets and taking them for a walk to the 'park and shops'. They develop confidence as they explore feely bags and guess what is inside. Children discuss recycling and remember that newspapers, paper and cardboard go in the recycling bin. Lots of good interaction takes place between children and staff. When playing with cars they discuss tyres and what they are made of. Children talk about their 'daddy's and 'mummy's' car and what colour they are. Children discuss the arrival of a new baby and ask staff 'why hasn't it come out'. Staff respond with an explanation that children can understand. Staff ensure that books are readily available at all times and encourage children's interest by sitting with them. They snuggle up together to look at pictures, lift the flaps and read stories. Children follow along with familiar stories saying the words with the member of staff. Staff make good use of observations and assessments to plan for children's play and learning.

### **Nursery Education.**

The quality of teaching and learning is good. Staff are familiar with all aspects of the Curriculum guidance for the foundation stage and plan an educational programme that covers each of the six areas of learning well. They use the stepping stones to identify the knowledge, skills and learning that the children achieve. Staff observe children whilst playing and assess what they can do and their learning needs. As a result, each child has their own individual learning plan which focuses on areas of learning specific to them. Planning identifies the early stepping stones progressing through to the later stepping stones so that activities provide differentiation

for children according to their stage of development, taking account of learning difficulties and/or disabilities. Staff encourage children to make many decisions about their play and children move freely between rooms selecting activities of their choice. Art and craft activities are freely accessible enabling children to run riot with colours and express their creativity.

Children develop their independence skills well as they are encouraged to do as much as possible for themselves. They dress and undress themselves for dance and physical activities and put their coats on before going outside. Children gain confidence as they pour their own drinks and serve themselves to snack, often preparing this independently. At lunch time they help themselves to vegetables and clear their dishes away when finished. They make choices about their play moving freely between rooms selecting and participating in different activities. Children play with each other cooperatively often asking others to join in their games. Children remind each other to share resources and say 'it's a very good thing to do'.

Children's communication, language and literacy skills are generally good. Children write for a purpose as they play ordering shoes in the 'shoe shop', making lists and writing letters which they take to the 'post box'. They select their names and self-register, completing their own 'attendance register'. Children see signs and labels in their environment. For example in the 'shoe shop' they see signs saying 'shoes now reduced'. They see labels in French, German and Italian, therefore learning how language is conveyed in different ways. Children make good use of the book corner selecting books which they share together looking at the pictures and turning the pages carefully. They hold books correctly turning pages from right to left. Children enjoy making up their own stories using puppets and various props. They listen to stories and remember various questions such as 'why was Harry really quiet?' and children reply 'because he was a toy'. However, not all staff are confident when telling stories and therefore they are not told in a clear lively way to motivate children. Staff do not always encourage discussion or provide opportunities for children to consolidate new words and meanings. However, various games and planned activities begin to help children in developing their vocabulary. For example, they have to think very hard and use a range of words to describe an animal without saying its name whilst other children have to guess what it is.

Children see numbers in their environment and how these are used in different ways. For example, they play with laminated receipts in the 'shop', use telephone directories to call a service and see the contact numbers for the doctor, nursery and toy shop displayed in the role play area. Some children are able to make the connection between the numbers in the phone book to the telephone and attempt to dial the number. They use language such as more and a 'big bit' and a 'little bit'. Children sort objects into groups of three and four according to their size and colour. They are beginning to understand that separating groups of three and four objects in different ways still has the same total, for example one and three and three and one. Children understand the concept of counting backwards when singing songs such as 'Five little monkeys' or 'Five currant buns' and hold up the correct number of fingers. Staff regularly ask children to count objects as they play but during routine activities these opportunities are missed, for example, calculating the number of cups and plates required at meal times. Children recognise shapes such as square, triangle, rectangle and circle but are becoming more adept at naming three dimensional shapes and using language such as solid and flat.

Children explore their surroundings and go bug hunting in the garden, using magnifying glasses to observe what they find. They then create drawings and pictures of their observations. They make rubbings of various objects such as the bark of a tree or a paving slab and compare these with each other. Children make a wormery and watch as the worms burrow their way through the soil. They use reference books to look at similarities and differences such as creatures and

objects that fly. Children develop their senses as they feel, smell and touch different materials and textures and use appropriate language to describe their observations. They develop confidence as they put their hands in 'feely boxes' and explore the contents inside such as jelly, pasta and tea bags. They taste food from around the world such as curry, rice and naan bread during Diwali celebrations. Children have access to a computer and confidently operate simple programmes. They learn new terminology and follow instruction as they 'drag and click the mouse'. Children operate various equipment such as electronic games, compact disc players and turn a light switch on and off. Children observe and discuss the weather using language such as wet, dry, hot and cold. In the sunshine, children play shadow games or fly ribbons and kites on windy days. Children enjoy camping expeditions and put up their own tents. They sleep in sleeping bags and cook on a 'camping stove'. However, children have limited opportunities to develop a sense of time and place such as discussing past and present events in their lives or significant events.

Regular opportunities to participate in music and movement sessions develop children's sense of rhythm. They balance on beams, go over and under objects, climb using alternate feet and put together a sequence of movements which they perfect as their skills develop. Children listen carefully to the tempo of music and dependent on the sound move slowly or quickly. They listen to their shoes and discuss the types of noises they make. Children explore the effects of exercise on their bodies. They complete an obstacle course, first moving in slow motion through the course and then repeating the activity at high speed. They compare how they feel and use language such as hot, out of breath, fast and slow. Opportunities to develop imagination and creativity are numerous as children are given total freedom in the art room to select resources of their choice. Children paint, draw and make collages displaying their own work independently. Great fun is had as they find out what happens when they mix paint together or what is required to make lighter or darker shades. They make and manipulate play dough exploring its texture as they twist, pinch, pat and roll it into different shapes. Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for.

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

The provision is good.

Children are warmly welcomed in the nursery and are cared for by staff who liaise closely with parents to ensure their individual needs are met. Staff share information regarding children's care, learning, development and play through daily record sheets, diaries and learning profiles. Children are given time to settle into the nursery routine, gradually building up the length of time they stay at each session until they and their parents are confident and happy. Parents receive a nursery prospectus and are made aware of all the policies and procedures, including complaints. Children's awareness of different cultures and festivals is generally promoted well as they celebrate Chinese New Year, Eid and Diwali. Children sing different songs from around the world and have various dressing-up resources such as kilts, clogs, saris and a fez. Staff endeavour to provide resources which reflect non-stereotypical roles such as girls as mechanics or boys as nurses. Staff encourage both boys and girls to play in the role play area and use all the available resources such as cooking implements, dolls, prams, wigs and handbags. However, there is little in the way of displays, pictures and posters to consolidate children's awareness of cultural diversity and disability.

Staff demonstrate a good understanding of inclusion and provide a service that meets the needs of all children well. The Special Educational Needs Coordinator (SENCO) attends training to improve knowledge and practice issues and this information is shared with other staff in the

nursery. She takes positive steps to promote the welfare of children with learning difficulties and/or disabilities in close consultation with their parents. Where possible, one to one support is provided for specific children to support their learning and development. Staff ensure that activities are planned or adapted to meet any child's specific needs.

Children respond well to the clear boundaries within the nursery. They relate well to staff and are well behaved and polite in response to their expectations. They share, take turns and generally play cooperatively. Staff have appropriate strategies in place to manage children's behaviour and recognise that no two children will react in the same way to a situation. Similarly, an effective strategy for one child may not work for another. At all times staff remain calm and do not raise their voices but gently explain to children why their behaviour is inappropriate. Other methods include distraction and redirection to more constructive play. Children are given regular encouragement and praise. Older children help to devise their own rules and receive certificates of achievement to encourage them to behave well. Children's spiritual, moral, social and cultural development is fostered.

The partnerships with parents whose children receive nursery funding are good. Parents receive good quality information about the six areas of learning and how children make progress using the stepping stones. Planning is displayed on the notice board outlining how these are to be achieved through a range of interesting learning and play opportunities. Open evenings enable staff to share more detailed information about the nursery education and early learning goals, providing an opportunity for parents to ask questions and share observations of their child's learning. Staff regularly talk to parents on an informal basis to discuss specific areas of children's learning and their general well-being.

## **Organisation**

The organisation is good.

Children are comfortable and feel secure in the well-organised environment. Space and resources are organised well to provide a good range of play opportunities for children. Children are cared for by staff who have been appropriately vetted and have good experience, qualifications and understanding of the needs of young children to ensure they are appropriately cared for. There is an operational plan to support children's play, care and welfare to include all the relevant policies and procedures although some lack all the necessary detail. The induction procedure is very thorough to ensure that staff carry out their roles effectively.

Children benefit from a staff team that are committed to training and development to improve their practice. Regular senior manager and team meetings ensure that information is shared and any new guidance or procedure is discussed so that staff can implement these effectively and ensure that they work well in practice. An effective key worker system is used to ensure that children are cared for by consistent staff.

Leadership and management is good. The manager identifies training for staff to ensure that they are familiar with curriculum planning for the Foundation Stage. In addition staff receive regular and ongoing support and advice from the local authority. Regular meetings enable staff to discuss and share ideas for children's learning so that all activities are interesting and fun. Staff are made to feel valued and appreciated for their work and efforts in delivering an effective education curriculum. The manager provides support and has systems in place to monitor the quality of care and the nursery education to evaluate its impact on children's progress. There are systems for assessing what children know, understand and can do and this is used to inform

planning so that children's individual learning needs are met. The provision meets the needs of the range of children for whom it provides.

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

At the last inspection the nursery was required to devise and implement operational procedures for the safe conduct of outings and ensure areas used by children are adequately ventilated.

The nursery has devised an outings policy and any new visits are risk assessed prior to being undertaken. Written consent is obtained from parents and carers for all outings. All rooms have adequate ventilation. Wooden decking has been erected outside the ground floor play room with a veranda. This is used in the warmer months where children can play in the fresh air. All units have fans to keep areas cool if required.

With regard to the nursery education the nursery was required to use observations and assessments to inform planning and plan for outdoor play to cover the six areas of learning. Staff make regular and good use of observations to complete assessments of children's learning. These are used to plan for the next steps in children's learning according to each child's individual needs.

### **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 copy 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):

- develop further the written consent for emergency medical advice or treatment
- increase further the range of planned activities and displays to depict cultural diversity and disability (also applies to nursery education).

#### **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 further staff's skills in reading stories so that they motivate children, promote discussion and extend children's vocabulary and language
- develop further opportunities for children to count during routine activities and develop a sense of time and place.

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