

# Cotton Tails Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	227081
<b>Inspection date</b>	27/10/2008
<b>Inspector</b>	Rachel Wyatt
<b>Setting address</b>	1110 Bristol Road South, Northfield, Birmingham, West Midlands, B31 2RE
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Cotton Tails Day Nursery is one of three nurseries run by Cotton Tails Nurseries Limited. It opened in 1997 and operates from a converted house situated on a main route into Birmingham city centre. Children are looked after on the ground floor and first floor. There is ramp access to the building and steps within the building.

A maximum of 56 children may attend the nursery at any one time. There are currently 75 children attending who are within the Early Years Foundation Stage (EYFS). Of these 17 children receive funding for early years provision. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year, excluding bank holidays. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register but there are currently no children on roll in the older age group.

All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area as many parents travel to work in the locality or the city centre. The setting has procedures to support children with learning difficulties and/or disabilities and also has strategies to support children who speak English as an additional language.

The nursery employs a manager and 12 staff, all of whom have appropriate early years qualifications including one member of staff with a degree in early years. The nursery also employs an administrator, cook and a gardener. Specialist staff also come into the nursery from the library and in order to run music and dance sessions. The setting has the support of the local authority.

## **Overall effectiveness of the early years provision**

Children thrive in the reassuring and nurturing environment created by the nursery's dedicated and caring manager and staff. Babies and children are fully included and make very good progress because partnerships between the setting and parents are strong. They work effectively together to ensure each child's individual welfare, learning and development needs are fully reflected in the provision and consistently met. The setting's robust evaluation procedures ensure that the provider, manager, staff and carers all have meaningful opportunities to review and contribute to the ongoing improvement of the nursery. This results in creative and worthwhile developments in, for example, the partnership with children's families and enabling younger children to take part in outings.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- implement fully obtaining information about who has legal contact with each child and who has parental responsibility for the child.

## **The leadership and management of the early years provision**

The nursery is a relaxed and happy place for children and families. Through their excellent working relationships the provider, manager and all the staff create a most welcoming environment which is both reassuring and stimulating. All adults, whether involved in working directly with the children or in other supporting roles, are motivated and capable, clearly understanding their responsibilities. Their personal development and ability to confidently adapt to new initiatives or ways of working are endorsed by regular attendance at training and good practice sessions. Staff competently ensure sessions run smoothly and that activities fully reflect children's needs and interests, resulting in a high level of child-initiated experiences.

The nursery's robust monitoring, review and evaluation systems significantly impact on the high quality of children's early years provision. The provider, manager and staff are all actively involved in the nursery's self-evaluation processes and confidently implement changes to benefit children's care and learning. These include addressing all recommendations from the last inspection resulting in improved safety measures, and children's learning being enriched through well paced sessions, more varied outside activities and plenty of opportunities to enjoy books and stories. The effectiveness of plans, activities and resources are consistently assessed and results acted on. For example, recent adaptations to pre-sleep time sessions after lunch allow babies and children to unwind during quiet activities or a story prior to settling down for a rest.

Parents' views are consistently sought regarding all aspects of the nursery, including seeking their feedback on the in-house practical workshops and early years information sessions they attend. A strong partnership with parents and carers is established from the time families first contact the nursery. They are very well informed about the nursery as a result of comprehensive induction visits and a welcoming prospectus. A wealth of information around the setting and worthwhile opportunities to take part in activities with their children helps parents to understand how the nursery operates. Parents' responses demonstrate their appreciation of the staff and of the quality of their children's care and education.

Children's welfare is safeguarded and their individual needs effectively met because the nursery seeks comprehensive information about them, including required consents from their parents and carers. This includes being well informed about those children where there are specific requirements regarding legal contact or parental responsibility, although the setting has not sought written confirmation for those children where there are no issues. The provider initiated procedures to address this during the inspection.

Effective systems ensure the setting works cooperatively with parents and other agencies to support children with specific medical or care needs or those with learning difficulties and/or disabilities. Children who speak English as an additional language rapidly settle and confidently interact with others due to the setting's

strategies which include routinely teaching children some signing.

Children's welfare, learning and development are fully supported by the nursery's clearly defined and regularly reviewed policies and procedures, which staff conscientiously follow. For example, children are protected from harm because robust recruitment, vetting and induction arrangements ensure staff are suitable, experienced and well qualified. Safeguarding procedures are thorough and clearly understood and implemented by staff. Children are kept safe. The premises are secure and free from hazards due to ongoing maintenance and redecoration; thorough daily safety checks and robust risk assessments, and consistent monitoring of the condition of toys and equipment. Outings are well organised, safe and most enjoyable. Children's health and hygiene are fostered well in a relaxed homely atmosphere where staff are scrupulous about ensuring the risks of cross infection are minimised and children's comfort is given priority.

## **The quality and standards of the early years provision**

Babies and children's learning and development are very successfully promoted. Each child is supported by their key person who confidently assesses their progress and agrees the next steps for his or her development with parents. The staff working in each area of the nursery also have a clear idea of key skills they are collectively focussing in their room such as helping younger children to share, toddlers to become more independent in their personal care, and three and four-year-olds to develop sustained concentration. Parents' contributions to their child's learning and development are an integral part of the nursery's early years provision. For example, parents, carers and staff agree the worthwhile topics which form the nursery's long term plan. Short term planning is very much based on babies' and children's current needs and interests, identified through staff's interactions and observations and from discussions with their parents.

Children enjoy their learning. They are active, curious and creative because their ideas are welcomed. For example, a group of toddlers relish play with spaghetti and water; their choice of exploratory play for the day. Babies love discovering the different textures, shapes and sounds of the various materials placed on a play mat. Older children go on a bug hunt in the outside play area, closely observing their finds before returning these safely to the garden.

Babies' and children's learning is enriched by the staff's input. Babies are contented and engrossed because staff interact easily with them. Children are articulate and confident speakers because staff involve them in discussions and conversations on a wide range of topics. Babies and children feel valued because their efforts are encouraged and praised. For example, their colourful art and craft work is displayed throughout the nursery. Children label their work, photographs and other items on display which really contributes to their understanding of the use of print and their confidence in mark making.

Children's life skills are fostered very well. They confidently answer questions, work out simple problems and increasingly use information technology to support their learning. Children's independence and self-reliance are fostered from an early age,

for example, babies help with fetching and putting on their shoes. All children develop an appreciation of healthy lifestyles through regular physical play including music and movement, daily outdoor activities and well-organised, fun routines. Two-year-olds talk knowledgeably about why they should regularly wash their hands and faces, and brush their teeth, before going to the bathroom to do so. As part of the provision of nutritious snacks and meals children throughout the nursery assist with making at least one meal a week such as pizza slices, fruit salad or cakes.

Babies and children are sociable and have very positive relationships. They get on well and play together. They confidently deal with new situations. For example, toddlers go on a visit to the nearby fire station, and three and four-year-olds in the school room provide a warm welcome to children from the nearby sister nursery who join in their enjoyable Diwali activities, including a celebratory tea. Children behave in ways that are safe for themselves and others. Safety is the focus of the current topic, and staff always promote children's awareness of different safety issues during routines, whilst using equipment and apparatus, and when on outings on foot or travelling by bus.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Outstanding
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.