

Grove Cottage

Inspection report for early years provision

Unique reference number	EY372502
Inspection date	01/12/2008
Inspector	Susan Tuffnell
Setting address	151 London Road, BISHOP'S STORTFORD, Hertfordshire, CM23 3JX
Telephone number	01279 656085
Email	
Type of setting	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

Grove Cottage Special Needs Nursery is run by Bishop's Stortford Mencap Society. It opened in 1972 and was re-registered in 2008 due to changes in the business structure of the society. The nursery operates from rooms within a building managed by Mencap. A ramp to the main entrance and widened doorways means that the premises are easily accessible. Children have access to a fully enclosed outside play area.

The nursery is open two days a week on a Tuesday and Thursday from 09:30 to 14:30. There are nine places for children in the Early Years Foundation Stage and there are currently eight children attending. The nursery employs six paid staff including the manager and deputy. Most of the staff hold an appropriate childcare qualification. The setting works in partnership with parents, carers and a variety of different professionals to ensure that the individual needs of every child are satisfied.

Overall effectiveness of the early years provision

Overall, Grove Cottage Special Needs Nursery makes good provision for children in the Early Years Foundation Stage (EYFS). Planning is detailed and provides for challenge and differentiation and is sufficiently broad to offer a full range of individual activities and opportunities for the children. Staff create a very welcoming environment and are skilled at ensuring children benefit from the provision. Partnership with parents is especially effective to forge strong links between the child's home and the setting. Staff have developed secure relationships with other professionals. Specific training in speech and language difficulties ensure that high attention is shown to children's individual needs. Equality and inclusion training ensure that staff are confident and knowledgeable and the diversity of individuals and communities is valued and respected. The manager leads a culture of reflective practice and works alongside staff to review the strengths and weaknesses of the setting and continuously improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the procedures referring to food cooked or re-heated on the premises conform to environmental health guidance (this refers to keeping a record of food temperatures).

The leadership and management of the early years provision

Comprehensive policies and procedures, shared with parents, ensure that all children's needs are met. Staff are dedicated and determined to promote excellent

care and opportunities for children, they continuously review and update training and knowledge to ensure the professional development of the staff team. For example, a whole staff commitment to training in diversity and inclusion has a positive impact on the quality of the Early Years Foundation Stage (EYFS) framework.

Robust safeguarding procedures are consistently implemented to ensure that children are protected. The recruitment process includes a clear induction programme and good support for staff, students and volunteers. Children are safe at the setting because of the high level of attention to security. For example, staff are alerted to visitors by a bell at the entrance, a visitors book is signed and visitors are closely supervised. Extensive risk assessments are updated regularly and daily health and safety checks cover all areas to support the efficient running of the setting. Specific risk assessments for each type of outing ensure that children's safety is assured.

Staff and managers demonstrate dedication and commitment to maintaining excellent partnerships with parents. Superb work is done to forge closer links. For example, a comprehensive registration procedure is completed with the parents by the key worker to build strong relationships and highlight children's individual needs. Staff work with parents to collect details of any specialist equipment the child may need in the setting and establish continuity with other professionals or agencies involved in the child's care. Additional staff, volunteers or specialist help can be arranged. The manager considers the implications for the general deployment of staff to ensure the staffing arrangements and the organisation of space and resources best meet the needs of the children. Effective steps have been taken to improve planning and assessment and this has led to very thorough care and educational programme that clearly focuses on the individual child's development. Excellent improvements promote equality and inclusion. Information collected from parents and carers and close partnerships with other professionals ensure that children's needs are sensitively met.

The quality and standards of the early years provision

Children are supported very well in their learning and development. The staff work on a one to one basis with the children and provide an excellent range of activities in line with the children's care plans. Children are encouraged to learn through play and exploration and activities are focussed on their specific needs. For example, each child has an individual programme which takes into account information already collected from the parents and other professionals. Individual plans and recording sheets show involved adults, child strengths and aims such as communication and mobility. This is targeting through planned activities such as specific resources to encourage response. For example, children master the technique of spinning a toy wheel to make musical notes and create music. Strategies and activities are planned to encourage children to make choices of resources and play materials. Assessments identify each skill and take into account children's starting point and their progress through the EYFS. These are shared with parents and future attainment targets discussed and agreed with all parties. The adult role is clearly defined. A key worker system is in place and this is

changed regularly to help the children with their social interactions. As this is a small group, the children quickly get used to the other adults and children in the setting. Staff have an enabling strategy to help support the child with the empathise on encouraging independence as children play and learn.

The staff team provide a rich and interesting environment in which children can explore, investigate and be supported in making decisions about play. Activities are well placed in designated areas such as the soft play area, the book corner, the sensory room and the art and craft area. Toys provide challenge for the children and excellent tracking of their progress enables staff to plan for each child's next stage using specified resources and strategies. The fabulous sensory room is warm and welcoming with soft carpet and cushions. Interactive activities such as fluorescent and ultra violet lights allow children to manipulate pads to create different light sequences. The light tunnel, mirrors and reflectors give children different concepts of space and a variety of music is available to stimulate and soothe emotions. As part of the planning for each child resources are included with clear explanations how they are used and why. Appropriate equipment, that is wholly suitable to help the children achieve in all areas of their development is in place. For example, the well equipped soft-play area has special chairs and support cushions for children who are unable to sit up unaided. This allows them to join in the play at floor level and be supported. Staff are excellent role models for the children. They show patience and understanding as they encourage and support children to reach their potential. For example, children have achieved a good level of independence and are learning social skills with the highly successful planning of meal times. Children are encouraged to feed themselves and most are able to do this with some support. Staff sit with children making it a very sociable time in a relaxed and friendly atmosphere.

Children are cared for in a very safe, secure environment. Staff help children to gain an understanding about personal safety as they guide them through the fire evacuation procedure and organise activities such as a visit from the local police officers. Regular trips to parks, woods and country houses give children opportunities to experience the wider world with pony and trap rides and barge trips on the river. Children visit the zoo and wild animal park and enjoy handling some of the smaller animals. Health and safety daily checks take place to ensure the high standards of hygiene are maintained. However, the temperature of the food cooked in the microwave is not tested in a secure way to ensure it meets required regulations and the details are not recorded to ensure consistency of practice.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex B: the Childcare Register

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

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.