

Country Cottage Day Nursery

Inspection report for early years provision

Unique reference number	EY298180
Inspection date	29/01/2009
Inspector	Stephanie Graves
Setting address	194 Butchers Lane, Mereworth, Maidstone, Kent, ME18 5QE
Telephone number	01622 812013
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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).

Description of the setting

Country Cottage Day Nursery first opened in 1994 and re-registered under new management in 2004. The setting operates from four rooms in the extension of a detached house in Mereworth, Kent. The provision is registered on the Early Years Register. A maximum of 15 children may attend at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. The premises are accessible and all children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from six months to under five years on roll. Of these, nine children receive funding for nursery education. Children attend from the local area and wider communities. The nursery currently supports a number of children speaking additional languages. The provider employs four staff. All members of staff, including the provider hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The overall quality of the provision is good, although children are progressing exceptionally well in their learning and development. Practitioners support children's welfare, promote equality and inclusion and ensure that the unique needs of every child are addressed. Self-evaluation is used to reflect on practice and make any improvements necessary to raise the quality of the provision. The group's capacity to maintain ongoing improvement is good. The working partnerships with parents and outside agencies promote consistency for the children.

What steps need to be taken to improve provision further?

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

- consider relocating some resources, including the picture timetable and book stand, to ensure these are easily accessible to all children.

The leadership and management of the early years provision

The leadership and management of the setting is good. Children learn and develop through excellent input from longstanding practitioners who are well-led and managed. The play environment enables children to continually pursue their interests and helps them make as much progress as possible. The records and procedures in place provide parents with information about the care their child receives. The provider has a good grasp of current legislation and requirements and the policies are currently being updated to reflect this. The group's vision for continual improvement is good and the strengths and weaknesses of the provision are identified and addressed. Recent improvements include plans to further develop communication links with local schools through the use of transfer records

to aid transitions for the children.

Practitioners understand the concept of inclusion and although some resources are not easily accessible to all children, inclusion and equality is otherwise very well promoted during every day practices. Parents feel fully informed and involved and feel that their children's needs are exceptionally well-known and addressed by their key person. Children are safeguarded through clear procedures that ensure they are safe and secure at all times. For example, the use of risk assessment and daily checks helps to ensure any risks can be quickly isolated and acted upon.

Practitioners understand the signs and symptoms of abuse and know where to access important guidance should they have a concern about a child. This helps to ensure that children's welfare and safety remains the group's priority.

The quality and standards of the early years provision

Children are progressing exceptionally well in their learning and development. This is because practitioners plan and provide meaningful experiences that build on their personal interests and abilities. Children arrive confidently and demonstrate an unmistakable sense of belonging within the nursery environment. Some younger children finding it hard to settle receive excellent support from their key person whose input immediately helps them to feel safe and secure. Adults interact well and support children's unique needs and interests continuously. As a result, children become engrossed in their preferred activities and have the confidence to attempt to master new skills. A wide range of toys, resources and experiences cover all areas of learning. For example, children thrive on opportunities to take part in specialist physical activities and yoga sessions provided by visiting practitioners. These provide them with a wide range of experiences promoting their

physical skills. Babies enjoy opportunities to investigate and explore. For instance, they access the contents of a treasure basket and enjoy playing with interactive toys that promote the use of all the senses. Young children enjoy role play, mark making and accessing a wide range of outdoor experiences. Older children become competent at identifying the day of the week and the letter sound that precedes it. They explore size, shape and measure and learn to explore number concepts and discover how things work.

Children are excellent communicators, interact confidently with others and talk about their favourite activities, which currently include playing with puzzles, dolls and drawing. They are rapidly becoming independent, confident learners and are developing many skills needed for their future learning and development. Observational assessment clearly demonstrates children's progress from their starting points and 'all about me' initial observations, through ongoing progress records. These include some parental contributions, which help to maintain continuity of care and learning. Group planning clearly encompasses all the early learning goals and the next steps planned for individual children continually builds on their developing interests and abilities.

The welfare of the children attending is promoted effectively. They are well-supervised and learn about personal safety. For instance, they learn to move safely

during physical activities and when playing in close proximity to younger children. This helps them develop an awareness of keeping themselves and others safe. Children are provided with a healthy range of balanced meals and snacks comprising several daily helpings of fresh fruit. Older children help themselves to a drink whenever they need to, which promotes their independence and helps them remain hydrated. All children benefit from clear hygiene routines, for instance, as they wash their hands properly and brush their teeth after meals. Practitioners implement effective hygiene measures during nappy changes and children with infectious conditions remain at home. These practices help to prevent the risk of cross infection.

Children benefit from clear procedures that safeguard them at all times. These include effective accident and medication procedures, only being allowed to leave the setting with authorised persons and being under close supervision at all times. Children are well-behaved and respond well to continual praise and encouragement. They help others and are polite and respectful towards staff and one another. This is because practitioners are good role models and the group's behaviour management strategies promote their confidence and self-esteem.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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 or 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.