

Holly Cottage Day Nursery

Inspection report for early years provision

Unique reference number 148607
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Inspector Claudia Padfield / Anne Jeanette Faithfull

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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).

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

Holly Cottage Nursery registered in 1998. It is a privately owned nursery. It is registered on the Early Years and the compulsory and voluntary parts of the Childcare Register. The nursery is located on the outskirts of Wokingham, Berkshire. The nursery serves families from the local community and surrounding areas. The nursery operates from various rooms and out buildings. Children have access to outdoor play areas. The nursery is registered to care for a maximum of 81 children in the early years range. Currently the nursery has 205 children on roll and supports children with learning difficulties and /or disabilities and children who speak English as an additional language.

The nursery opens five days a week throughout the year. Sessions run from 08:00 until 18:00 Monday to Thursday and 08:00 until 17:50 on Fridays. Children attend for a variety of sessions. A total of 45 staff are employed of which 29 hold an appropriate early years qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy, confident and settled. Staff build positive relationship with the children and their families. Staff are very caring and know the children but at times do not recognise each child's specific individual learning needs. There are limited systems in place to evaluate the nursery to ensure continuous improvement and to enhance and further develop children's learning.

What steps need to be taken to improve provision further?

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

- provide children with further opportunities to develop their independence throughout daily routines
- ensure all staff develop their knowledge and understanding of children's development to further enhance children's learning
- further develop the systems in place to evaluate the provision offered and maintain continuous improvement

The leadership and management of the early years provision

Appropriate recruitment procedures ensure staff are suitable to work with the children. All the required policies and procedures are in place and available to staff and parents throughout all areas of the nursery. There is a stable staff team in place who have worked at the nursery for many years and they are aware of the routines in place and their roles and responsibilities. Staff participate in an annual appraisal system however, this does not fully identify their future training needs.

Staff have completed some training on the Early Years Foundation Stage (EYFS), however they lack the knowledge to ensure children's learning needs are fully met throughout the day

Some staff evaluate each day and reflect on how the day has gone and the suitability of the activities and experiences offered. However, this is not consistent across the nursery. Parents are kept fully informed of events at the nursery through a variety of ways including a newsletter and various parent notice boards situated in different areas throughout the nursery. Effective systems are in place to inform parents of illness and health issues throughout the nursery. Parents comment on how their children enjoy coming to the nursery and how approachable and caring the staff are. Children are safeguarded as all staff are aware of their role in protecting children in their care. They are aware of the procedures to follow if they have any concerns.

The quality and standards of the early years provision

Staff are beginning to develop their knowledge and understanding of the EYFS. They make regular observations, including taking photographs and saving examples of children's work however; individual planning is not sufficiently detailed to promote children's learning. The nursery has implemented a free flow environment inside the nursery to enable children to choose the activities and experiences they wish to participate in. This gives children a sense of belonging and builds their self-confidence. The outdoor area is used daily at set times to promote children's physical skills for example children climb and run freely. Children are aware of the routines in place and respond enthusiastically when the cover is taken off the large sandpit. They readily take off their socks and shoes before entering the sandpit.

Children's early communication skills are well developed by staff as they listen with interest and help children to make up their own stories. All children thoroughly enjoy participating in singing and action rhymes sessions and have the opportunity to choose their own favourite songs. Older children are freely creative and use a variety of craft materials with skill for example, using toothbrushes to paint with. All children have the opportunity to share with others their own individual family book which fosters a link between their home and the nursery. Within the daily routines children are encouraged to count for a purpose for example when lining up from the garden before lunch. Older children access the computer independently and are able to self select a suitable interactive programme of choice. Children readily share experiences with others such as commenting on the wriggly worms they have found in the garden while digging in the soil.

Children are well behaved and readily share the toys and resources as required. They listen to the staff and respond to any requests during play. The staff team are good role models and offer praise and encouragement when appropriate; this further develops children's self esteem. Children are beginning to be aware of their own safety and the safety of others as staff remind the children to be careful when climbing outside on the equipment and when they are helping to tidy up. Older children are aware of the hygiene procedures in place; however staff working with

younger children do not foster children's independence in personal care when using the bathroom. Children are provided with healthy meals and snacks, however snack and mealtimes are not used effectively to promote older children's independence skills as staff do not give children the opportunity to cut up their own snack or begin to serve themselves their food.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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.