

# Kings Cottage Nursery

Inspection report for early years provision

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**Unique reference number** 219173  
**Inspection date** 29/05/2009  
**Inspector** Susan Marriott

**Setting address** Unilever Research Site, Colworth Road, Sharnbrook,  
BEDFORD, MK44 1LQ  
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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 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

Kings Cottage Nursery is part of the Bright Horizons Family Solutions group and opened in 1990. Bright Horizons Family Solutions Ltd run a chain of childcare establishments across the country. The setting is located in a converted pair of semi-detached houses which has been extended, within the grounds of Colworth House in the rural village of Sharnbrook, Bedfordshire. It is a client based nursery with some spaces available for the local community. There are two secure areas of garden and the nursery uses the extensive grounds of the country house.

This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 75 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm all year round. There are currently 91 children aged from three months to under five years on roll. Of these, 24 children receive funding for early education. Children come from the local and surrounding areas. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 25 members of staff including bank staff. Of these, 14 hold appropriate early years qualifications and four working towards a qualification. The nursery receives support from the local authority advisory team.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. This is a welcoming and friendly nursery which promotes mostly good standards of care and learning in a fully inclusive manner. Staff maintain a competent standard of interaction which supports the good progress which children make. The nursery has good partnerships with parents, carers and other providers and keeps them well informed of their children's progress through daily dialogue, informative notices and regular discussions. The staff's increasingly positive approach to evaluating the nursery practice means that they are beginning to grasp a clearer picture of their strengths and weaknesses and can implement plans to continue to improve the daily care and experiences 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 every first aid box is readily accessible at all times and that the contents are appropriate to meet the needs of the children
- increase the frequency of fire evacuation drills
- simplify use of the existing planning, observation and assessment system to demonstrate the progress children make in their learning and ensure that information from parents and carers is fully utilised
- develop further, quality improvement processes as the basis for continuous

self-evaluation to identify strengths and take appropriate action to address weaknesses, for example, the use of the outdoor area.

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

Children's care, learning and welfare is suitably enhanced by the effective way in which the setting is led and managed. All required documentation is readily accessible and underpins the efficient organisation of the nursery. Current safeguarding requirements are fully met because the nursery has stringent policies and procedures in place to establish the suitability and qualifications of all adults looking after children. Staff are fully confident in recognising the signs and symptoms of abuse and the procedures to follow if they have any concerns. There are good security measures and risk assessment generally ensures the safety of children and staff. However, evacuation drills are not always practised with sufficient frequency and the first aid boxes are not always readily accessible, which may compromise children's welfare.

The company and the manager are developing their vision for leading the nursery forward and engender a real team spirit amongst the staff team. The development of systems for monitoring the quality of provision through self-evaluation is beginning to promote identification of the setting's strengths and weaknesses and demonstrates a satisfactory capacity for continuous improvement. The setting is fully inclusive and staff make genuine efforts to address the needs of children who have English as an additional language. Key workers gather information about children's interests and preferences on entry but this information is not used effectively to establish a clear baseline from which progress can be measured. Staff plan, observe and assess activities in line with the Learning and Development requirements using pro forma sheets which provide a clear structure for staff to follow. This means that children enjoy a wide range of stimulating activities during the nursery day. However, some staff do not always use the system effectively. Relevant information is not always written onto the children's individual records effectively and in some cases, does not demonstrate the progress which children make. Parents and carers are welcomed into the setting and every effort is made to settle children and help them to feel secure through visits and allowing parents to spend as much time as necessary. Strong links with external agencies and good communication with outside professionals, facilitates appropriate support for children with additional needs.

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

Children enjoy good support from the staff in relation to their care and learning. The education programme is planned well with weekly themes and activities tailored to the attendance patterns, interests and abilities of the children. Staff ensure that some time is allocated for spontaneous, child initiated activities to balance the adult led, planned activities. These cover all aspects of the early learning goals, ensuring children enjoy a broad range of play based activities, designed to meet each child's developmental needs. Staff sustain a consistently good standard of interaction with children of all ages and are developing their

questioning to elicit critical thinking skills. For example, staff ask open questions to make children solve problems and think for themselves as they attempt to program a 'Bee-Bot' table top robot to take six steps towards the school on the road map.

All children are supported in making good progress through the staff's awareness of individual learning needs and staff effectively meet children's daily care needs with care and dedication. For example, babies enjoy sensory play to learn about texture, experiencing hand painting and decorating biscuits with chocolate and sweets. Staff sit in small groups with the babies to practice their 'sing and sign' learning and blow bubbles for them to pop. Children respond positively by squealing with excitement and respond positively to staff by smiling, giggling and gurgling. Staff ensure that displays are presented attractively and clear labelling and signage promotes children's awareness of the printed word and numbers as labels. Space is used creatively to promote various areas of learning but the nursery staff do not yet maximise their use of the garden resource all year round. For example, the vegetable growing beds are neglected and remain empty at this time of year.

Children stay safe and healthy because the nursery promotes healthy living and exercise. Children run, jump, climb, pedal and take risks in a safe and well supervised environment. They develop good eating habits and fresh water is available throughout the day. Turn taking, patience, role play, co-operative play and communication skills are all developed both indoors and outdoors. Children mostly enjoy and achieve well because staff take a real interest in the children and consistently engage them in conversation and discussion. Positive relationships develop within a warm and homely environment. Children are helped to make a positive contribution as they are treated with respect and their opinions are valued. Children learn to negotiate with each other and resolve issues for themselves. Children develop skills for the future by becoming effective learners. Their questions are listened to and answered with thought and care, encouraging the development of confidence and self-esteem.

Regularly documented observations are maintained on all children and many effective strategies are used to strengthen partnership working between home and nursery. Parents are encouraged to regularly read their child's learning journey and are informed of their child's progression and achievements. Newsletters and notice boards are used to inform parents of activities, learning and outcomes and how they can support this at home. Parents are encouraged to write comments in the children's learning journeys and knowledge between parent and key person is shared during consultation evenings and this supports children's learning at home.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	2
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?	2

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## **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