

Cottingley Manor Private Day Nursery

Inspection report for early years provision

Unique reference number 302023
Inspection date 30/04/2009
Inspector Ingrid Szczerban

Setting address Cottingley Manor, Cottingley New Road, Bingley, West
Yorkshire, BD16 1TZ

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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).

Description of the setting

Cottingley Manor Private Day Nursery was registered in 1999. It is privately owned and the proprietors have another nursery in the district. The opening times are Monday to Friday 07:00 to 18:00 all year round except for bank holidays. The Nursery is in Cottingley near Bingley and is based on the ground floor and the first floor of Nuffield Health Club. There are four play rooms. Two for babies and one for children aged two-three and one for those aged three-five years. There is an enclosed play area, for the exclusive use of the nursery children, within the grounds of the health club. Access to the nursery is via the main reception desk of the health club.

The setting is registered to care for a maximum of 58 children at any one time and there are currently 88 children on roll. There are 23 children in receipt of nursery education funding. There are 15 staff and almost all hold a qualification equivalent to level 3. The nursery receive regular support from an early years advisory teacher. They participate in a quality assurance scheme.

This provision is registered by Ofsted on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. It meets the needs of children in the Early Years Foundation Stage (EYFS) well. Good attention is given to meeting the learning and development needs of children. Children partake in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted and children are valued and respected as individuals. The provider is able to monitor and assess the provision effectively and can identify areas for improvement. The provider demonstrates the capacity to continuously improve the service offered.

What steps need to be taken to improve provision further?

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

- develop links with other settings delivering the Early Years Foundation Stage
- review and develop the key person system to include all personal care for individual children, such as nappy changing.

The leadership and management of the early years provision

The setting is able to monitor and evaluate the provision well. This is achieved through participation in a quality assurance scheme, updating training and fully meeting the recommendations made at the last inspection. Staff and parents are involved in the evaluation of the service. The staff have been involved in the quality assurance scheme and delivery of the service is discussed at staff meetings.

Daily discussions take place with parents and their views are taken into account. The nursery accurately identifies its strengths and steps are taken to develop the provision, for instance EYFS training has been completed by three staff and funding has been obtained for additional resources for outdoor play.

Children are safeguarded well. All adults are vetted and written consents are obtained from parents. The staff understand child protection issues and know the procedure to follow, should the need arise. All potential hazards on the premises are minimised and effective written risk assessments are made and implemented.

Partnerships with parents and carers are good. Children's individual needs are promoted well because staff have in-depth knowledge of their personal routines and preferences. Information supplied by parents is used to ensure that children's transition from home is made as seamless as possible and they settle in well. Parents support the setting in their charity fund-raising events, through such joint endeavours, relationships between staff and families are strengthened. Effective arrangements are made to support children with learning difficulties and those who speak English as an additional language. Daily discussions, regular written information about themes and free access to their child's development file ensures that parents are made aware of progress and how to extend their child's learning at home. Parents also bring in artefacts from home in line with current topics. Recently they have supplied seeds for the children to grow. No formal links have been made yet with other settings delivering the Early Years Foundation Stage (EYFS).

The quality and standards of the early years provision

The welfare of children in the Early Years Foundation Stage is promoted well. Children learn good hygiene routines and know that they must wash their hands before eating so they get rid of germs which can make them poorly. The health of children is given high priority and good steps are taken to prevent the spread of any infections. The premises are kept clean, windows are opened, exclusion periods for contagious diseases are fastidiously implemented and children use paper towels in the bathroom.

A healthy nutritious diet is provided. The setting sought advice from a dietician to ensure that all food groups are included in the menus offered to children. Children enjoy eating snacks, such as pieces of cucumber and they drink water throughout the day. They learn well about foods which are good for them, with help from staff they identify the fresh fruit and vegetables which they have eaten each day, using a chart in the hallway. Fresh air and exercise is promoted well, children are exuberant as they go outside to play in all weathers. They remain there for up to two hours where they eat their snack, learn to throw and kick balls, run around, climb on the slide and use the see saw.

Children learn how to keep themselves safe. They are reminded to lower their heads when passing through the doorway in the play house and not to put knives in their mouths. The children learn about fire safety as they regularly practice the fire evacuation drill.

The children make good progress in their learning and development. Staff have a clear understanding of how young children learn and developmentally appropriate activities are planned for them. Accurate observations and assessments are made in children's development files, they include information about what children are interested in, what they are learning and their next steps for progression. Relevant information is obtained from parents before children begin, this helps staff to plan appropriate activities for children's individual interests. Plans are used flexibly to follow the direction that child may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas. The key person system is working satisfactorily and staff carry out many of the care and development duties for the children for whom they have responsibility. However, staff do not perform all personal care tasks for their designated children, such as changing nappies.

A warm and welcoming atmosphere is created and lots of children's art work is prominently displayed. All children are happy and settled and many have friends they like to be with. They enter the nursery confidently and are at ease in their warm and loving relationships with the staff who provide them with lots of smiles and words of encouragement. Crying babies are immediately attended to. They are picked up, cuddled and placated and staff successfully engage them in play. Children are interested and occupied. They are able to choose what they want to do and can freely access their toys which are stored at child height. Children are therefore becoming increasingly independent. The children get on well together and learn to help each other and to take turns. They act as monitors to set the names cards on tables and to help serve each other at snack time.

They learn about themselves and each other as they like to look at pictures of their families which have been laminated and stuck onto the table. Children participate in fund-raising activities which raises their awareness of the needs of others and teaches them compassion. They love learning about nature as they help to plant and tend seeds in containers both inside and outside. They go for nature walks around the small lake and take along books to help with identifying wild flowers. Babies eagerly investigate the contents of treasure baskets and show good levels of attention as they delight in watching spiralled metal egg cups bouncing off the floor and make noises with wooden spoons on baking trays.

Singing, story time and discussions are regular features of the children's routines and help to develop their good listening and communication skills. Children learn to recognise and to write their own names and have many opportunities available for mark-making. Children learn about number and problem solving in everyday activities, such as helping to set the table for breakfast and using computer programs for matching and sorting. They learn self-care skills through play activities, such as selecting items of clothing from a bag and dressing themselves and they are encouraged to put on their own shoes and coats.

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? | 2 |
| 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? | 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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