

Briar Cottage Private Day Nursery

Inspection report for early years provision

Unique reference number	323097
Inspection date	23/07/2009
Inspector	Glynis Margaret Kite
Setting address	31 Park Road North, Newton-le-Willows, Merseyside, WA12 9TF
Telephone number	01925 220019 or 220020
Email	john.macgowan@btclick.com
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

Briar Cottage Day Nursery opened in 2000. It is owned by a partnership and has a nominated manager in post for the day to day running. It operates from a converted Victorian house in Newton Le Willows. Children have use of eight rooms within the building. Briar Cottage Day Nursery serves the local community.

The nursery is registered on the Early Years Register, and both parts of the Childcare Register. The nursery is registered for a maximum of 61 children, with 31 being in the early years group. There are currently 118 children on roll. Children attend for a variety of full and part time sessions. The setting is able to support children with learning difficulties or disabilities. The nursery opens five days a week all year round. Sessions are from 07.30 to 18.00.

There are 18 full time staff working with the children and two trainees. All of the full time staff have early years qualifications to level 2 or 3, and the manager is qualified to level 4. The setting receives support from an education advisory teacher from Sure Start, and has achieved the Sure Start Quality Assurance Award.

Overall effectiveness of the early years provision

Overall, the quality of the provision of is good. The providers and management team have a clear vision of how the setting should operate. The manager has taken on board the idea of self evaluation, and has recognised how this is beneficial in identifying strengths and areas for improvement within the setting. Children receive good quality care and education while attending the setting. Effective procedures, such as, risk assessments, support staff in maintaining children's safety and welfare, in addition positive relationships with parents ensures continuity of care for the children. Staff recognise the uniqueness of each child and support their individual needs well.

What steps need to be taken to improve provision further?

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

- ensure all areas of the kitchen are cleaned are effectively to ensure good hygiene standards are maintained and review the provision for providing drinks in the baby room
- ensure all accidents records are signed by parents to demonstrate that they have been informed of any injuries sustained and any first aid treatment given
- make sure staff working with toddlers plan and organise enjoyable and interesting experiences at all times of the day

The leadership and management of the early years provision

The setting runs well on a day to day basis, this is because the manager is pro-active in seeking ways to develop and implement policies and procedures. A positive approach to self evaluation means that the views of parents and staff are taken into account. The system of self evaluation has helped the manager to identify strengths and areas for improvement within the setting, which leads to steps being taken for future development, this also includes addressing recommendations from previous inspections. Comprehensive risk assessments are utilised well to support staff in their daily duties and to keeping children safe. The manager promotes the safeguarding of children very well, she is the nominated person, and has attended suitable training schemes to keep up to date with current policies and procedures. Steps are taken to ensure all staff are also kept up to date with safeguarding procedures, for example, the manager has complied a questionnaire for staff to complete to demonstrate their knowledge and understanding.

Children are cared for by suitably qualified staff, with the manager holding a level 4 qualification and the majority of others having a level 3. Effective procedures are in place for the safe recruitment and vetting of staff. The providers and manager recognise the value in offering training opportunities to all members of staff and this has a positive effect on the children. The setting is organised well with staff being deployed effectively to ensure children are cared for appropriately. The setting is very well resourced in all areas and this promotes choice for children. The learning environment is welcoming and bright which stimulates children's interest.

The manager and staff strive to provide good quality care and education. The maintenance of records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place and support staff in ensuring that the needs of all children are met effectively. Parents are encouraged to be involved in supporting their children's learning and development through the children's learning stories, which staff share with them on a regular basis. Parents can make comments in the learning stories and contribute towards the next steps in their children's learning if they wish. Parents are kept well informed of their children's achievements in various ways, for example, discussion with key persons and daily diaries in the case of babies and younger children in the setting. The setting also shares good quality information with parents about the Early Years Foundation Stage.

The quality and standards of the early years provision

Children are happy and settled, they enter the setting with enthusiasm and are eager to begin play. All parents and children are greeted and welcomed by the manager or other members of staff. Children are grouped according to age and all are allocated a key person to support them in their learning and play. Staff plan a range of suitable activities and experiences for children based on information obtained from parents and their observations of the children. The majority of

children enjoy a stimulating and interesting range of activities throughout the day. However, on one occasion during the day some children were not offered appropriate activities for a short period of time, although the manager stepped in quickly to address this. Children also benefit from being able to select resources and activities of their choice. Children are able to explore and play in a variety of learning environments, such as, indoors, outdoors and in the wider community when they go on outings.

Staff plan activities based on the six areas of learning. Observations help them to identify any gaps in children's learning which can be included in future planning. Staff use learning stories to assess children's progress and mark their achievements. Key person's demonstrate that they know their children well, and understands their needs as well as knowing their likes and dislikes. Staff recognise that boys and girls may learn in different ways and take account of this when planning activities. Children are supported well in the provision of enjoyable and challenging experiences across the six areas of learning. Children are confident and develop positive self esteem through the praise and encouragement given by staff for their efforts. Children behave in positive ways because they know and understand the boundaries of the setting and respond well to the expectations of the staff. Children learn about behaving in ways that keep them safe and their peers, for example not running inside.

Children's health is promoted well, they enjoy a healthy balanced diet with freshly cooked meals and snacks each day. Children sit together for their meals and snacks which promotes the social aspects of eating together. Children also enjoy lots of fresh air and learn how physical activities can keep them healthy. Children learn about good personal hygiene because staff model good practice and ensure children follow routines. Most of the premises and equipment are kept clean which adds to the overall sense of effective hygiene procedures, although some areas of the kitchen had not been cleaned effectively. Children have their own cups and bottles for drinks, which are available to them at all times and in most cases helps to prevent cross contamination, although on one occasion a child was able to handle another child's cup by the part that goes into the child's mouth. Further procedures to promote children's health include dealing with accidents and medication appropriately, for example, keeping written records and obtaining parents written consent for medication and the seeking of emergency medical treatment if required. However, records show that at least on one occasion parent's had not signed the accident record.

Children have formed positive relationships with their peers and the staff, they have developed a sense of belonging to the setting which is supported by having a key person and also some space for their own things. Children have good manners and share and take turns well. Children show consideration for others and are keen to help each other. Children learn about the wider world through a variety of activities and are currently looking at different cultures and religion. Children have opportunities to learn other languages, such as French and Spanish. Children are eager to join in with group activities and games, they show what they know by participating in circle time, for example recognising letters of the alphabet, matching objects to numbers and identifying shapes in the room. Babies enjoy the space to crawl around while others confidently pull themselves up against furniture

to take steps. All children enjoy exploring natural materials, such as sand and water, play dough and paint as well as manufactured items. Younger children feel secure in the company of familiar adults and are happy to approach other adults while in the care of those familiar to them. Overall, children are making good progress in their learning and development.

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?	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

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
--	-----