

Rose Cottage Baby Nursery & Kindergarten

Inspection report for early years provision

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Inspection date	05/01/2010
Inspector	Timothy Butcher
Setting address	Rose Cottage Farm, Burnham Moor Lane, Edithmead, Burnham-on-Sea, Somerset, TA9 4HE
Telephone number	01278 793103
Email	rosecottagenurse@aol.com
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Rose Cottage Farm Children's Nursery opened in 2001. It operates from three separate barn conversions at Rose Cottage Farm, Edithmead, near Burnham-on-Sea, Somerset. Each provision is self contained with playrooms and associated facilities. There are approximately one-and-a-half acres of enclosed gardens to offer outside play. The nursery serves a very wide area due to its location.

There are currently 89 children from three months to five years on roll. This includes 22 children funded for nursery education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. The provision is registered on the Early Years Register and both parts of the Childcare Register. There are currently 20 children attending the out of school provision. This provision includes before and after school care, and holiday care. The group opens five days a week all year round, except bank holidays. Sessions are from 8.00am until 6.00pm with special arrangements to offer care from 7.30am. The group drops off and collects children from eight local schools.

The group employs 19 staff to work with the children, of these, 12 staff hold a Level 3 qualification and five hold a Level 2 qualification. Two staff are working towards a Level 3 qualification. The setting receives support from the local authority advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally happy and settled at the nursery. They make satisfactory progress in their learning and development. Many aspects of their welfare are successfully promoted. The key person system is effective in working with parents to identify children's individual needs. Systems are in place to evaluate the provision and some improvements have been achieved such as the development of the outside areas. As a result the outcomes for children are broadly satisfactory and gradually improving.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure at least one person has a current paediatric first aid certificate for each outing, for example, when using the minibus to collect children from school (Safeguarding and welfare) 19/01/2010

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

- develop an effective system to monitor the quality of the provision
- develop a system to make clear and regular observation and assessments of children's achievements to identify learning priorities and plan relevant and motivating learning experiences for each child
- extend the resources to include natural materials and domestic objects and an environment that portrays positive images of diverse people and their lives
- continue to develop partnerships with parents and others to ensure good sharing of information to meet the individual needs of all children and to plan for their learning and development

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of their safeguarding responsibilities in regard to child protection and have suitable policies and procedures to support them should they have a concern. Children enjoy a safe environment in which to play. Suitable risk assessments are carried out for each room and particular attention is given to the safety arrangements on organised visits out. However, routine journeys are made to pick up and drop off children and the provider does not ensure that at least one member of staff has a current paediatric first aid certificate on each occasion. This is a breach of a specific legal requirement and undermines the safety of children. There are rigorous systems in place to check the suitability of staff.

Managers and staff demonstrate some commitment to the continuous improvement of the provision. Suitable systems are in place to identify with staff the areas for improvement and this is supported by monthly action planning. However, monitoring activities are not rigorous, and analysis is sometimes weak. As a result action plans have less of a positive impact on the outcomes for children than anticipated. This is disappointing for the leadership and staff alike. The provider adequately promotes equality and diversity as there is a suitable exchange of information with parents and this results in a sound knowledge of each child's background. Although children from diverse backgrounds have attended the nursery there are too few resources that portray positive images of different people and their lives. Weaknesses in the planning process sometimes limit how much children benefit from the use of the good space and good accommodation.

Key persons build firm relationships with parents and other carers to identify care needs. There is a suitable exchange of day-to-day information. Parents report positively on the friendliness of the manager and staff; and on the provision as a whole, in general. Information about children's progress is routinely shared such as through parent's evenings each term. However, children's learning profiles are over-complicated so do not provide easy access of information for parents. Children's transitions between rooms is organised and handled well with good information for parents. Some wider partnerships have been established and there is an awareness to develop partnerships with other settings who also provide care to the children.

The quality and standards of the early years provision and outcomes for children

Children generally make sound progress in relation to their starting points because staff have a knowledge of how children learn and develop. Although staff use records of children's interests and achievements the system is not clear and easy to use to identify what children need to learn next. Thus, activities planned are not always relevant or motivating for all children. Planning does not yet identify how children may be supported at different ages and stages of development, therefore, some children are not effectively supported or challenged to progress their learning. At times information about children is not used effectively to access the necessary support. Children access resources freely to support their play. However, in some areas there are few natural or domestic resources to stimulate children's imagination. For example in the baby room most toys are plastic and the treasure basket of heuristic toys is used as a planned activity.

Children learn about their own community through regular visits to places such as the swimming pool, garden centre and supermarket. Their physical development is well promoted through the imaginative use of the Forest School and market garden. Children learn about how to keep themselves and others safe, for example, they are well supported to learn about road safety when moving between outside areas of the nursery. They learn about food and enjoy growing crops to eat. A nursery cook prepares fresh food daily for all children and high regard is paid to individual children's dietary needs. Children's health is promoted through sensible exclusion policies and clear medication procedures. Children generally behave well and are appropriately praised and encouraged. However, at times some children are not fully engaged in activities and act inappropriately. Children learn some independence skills, for example taking themselves to the toilet. They take part in cooking sessions but do not routinely consolidate their skills by helping to prepare snacks. Children develop skills for the future, through for example, the use of information technology and through problem solving in their play. For example, a child helped her friend make a sticker by suggesting she put glue on the back of the picture that she had drawn.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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