

Cottage Kindergarten

Inspection report for early years provision

Unique reference number EY280485
Inspection date 18/11/2009
Inspector Judith Anne Kerr / Sheila Iwaskow

Setting address 1 Clarendon Road, Eccles, Manchester, Lancashire, M30
9AL

Telephone number 0161 789 3071

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Cottage Kindergarten was registered in 2004. It is one of two nurseries run by the same provider and operates from converted premises in the Eccles area of Salford close to shops, schools and public transport links. Children have access to seven playrooms according to age. There is an enclosed garden for outdoor play. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

A maximum of 103 children in the Early Years age group may attend the nursery at any one time. There are currently 77 children under four years-old on roll who attend on different full and part-time places. The nursery currently supports children with special educational needs.

A total of 18 staff are currently employed to work with the children. Of these, 11 members of staff hold a recognised qualification. Seven members of staff are working towards a qualification. The nursery receives support from the local authority in Salford.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff provide a welcoming and friendly environment where all children are valued. The nursery has developed systems to observe children and ensure they make suitable progress towards the early learning goals. Detailed policies and procedures contribute to keeping children safe. Children's welfare requirements are for the most part met. Staff develop sound working relationships with parents and keep them up to date about their children's daily routines but procedures to inform them of children's developmental progress are limited. Self-evaluation systems are in place but do recognise most of the issues raised in this inspection.

What steps need to be taken to improve provision further?

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

- ensure that the requirements for adult to child ratios are met at all times (Suitable people) 19/11/2009
- obtain prior written permission from parents for each and every medicine before any medication is given (Safeguarding and promoting children's welfare). 19/11/2009

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

- develop the planning for younger children to ensure consistency in tracking their progress towards the early learning goals
- provide more planned opportunities to share observational records with

parents and involve them in identifying the next stages of their children's learning

- provide children with first hand experiences for them to become aware of their immediate and surrounding locality
- provide older children with opportunities to develop self-help skills at meal times.

The effectiveness of leadership and management of the early years provision

Staff have a satisfactory awareness of the different types of abuse and their responsibility to report any concerns promptly to the relevant agencies. Key staff attend training on a regular basis to update their knowledge on child protection issues and appropriate employment and recruitment procedures are followed to ensure all staff are suitable to work with young children. Staff appraisal programmes monitor their ongoing suitability and identify future training needs. Policies and procedures are reviewed annually to ensure they continue to meet requirements. However, the required ratios for babies are not consistently met in the mornings and specific permission for each and every medicine is not sought from parents. These are breaches of requirements that have a negative impact on children's welfare. Comprehensive risk assessments are completed on the whole premises by the management team on an annual basis and more often where the need arises. In addition, daily checks are undertaken by staff to ensure ongoing safety.

The recommendations raised at the last inspection have been addressed thereby improving children's well-being. Management and staff have recently begun to reflect critically on the setting's strengths and weaknesses and have identified some issues in line with the findings of this inspection. Staff attend ongoing training to increase their knowledge and update their practice. For example, recent short courses include behaviour management, safeguarding and food hygiene.

Written policies and procedures are discussed with parents during admission meetings. These help to promote suitable working relationships and a shared understanding from an early stage. Key-workers talk to parents each day and a diary system is in place for young babies. Notice boards, regular newsletters and questionnaires further contribute to developing two-way communication systems. Progress towards the early learning goals is shared verbally with parents on request but they are not encouraged to be fully involved in supporting their child's learning and development, for example, with identifying next steps. Most parents speak positively about the quality of care and education provided and some describe the nursery as 'fantastic'.

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

Staff are developing their understanding of the Early Years Foundation Stage which ensures that children enjoy age-appropriate play and learning experiences whilst at

the nursery. Children are fully included and are able to contribute their ideas and suggestions to staff who then plan a range of suitable activities which maintains their interest. Play plans are in place to monitor the breadth and balance of the curriculum being delivered to the children. These are displayed for parents to ensure they are aware of what their children are doing. Observations which are linked to the six areas of learning are undertaken. There are, however, inconsistencies in predicting children's next steps in learning and tracking their progress in order to support them effectively as they develop.

The routines of the day centre around the needs of the children. Staff provide a balance of adult-directed and child-led play. Children are allowed to play and rest according to their needs. They share warm relationships with the staff and are happy and settled in their care. Staff have a sound understanding of the needs of individual children according to their age and stage of development. A satisfactory range of resources are easily accessible to the children. This encourages them to become independent learners, develop their self-esteem and confidence and make decisions about what they want to do.

Children are developing their communication skills as staff engage with them, ask open-ended questions and listen carefully to what they have to say. Babies and younger children have lots of eye contact with staff who respond to their gurgles and early attempts to form words. Children enjoy reading on their own or snuggle up close to staff to listen to them read. They are introduced to problem solving through daily activities, such as building jigsaws and singing rhymes including five currant buns. Fitting the pieces of the train track together helps them develop an awareness of calculation as they talk about one more or less.

The children mix well together, offer one another support and this contributes to them learning about others and themselves. Resources, such as dolls, jigsaws and books help to promote children's awareness of the wider world. Children are encouraged to understand other cultures and lifestyles as they make cards for Diwali and paint faces of people from around the world. However, they have no opportunities to learn about their immediate and surrounding locality as they are not taken on outings. Children have opportunities for creative activities as they mould the dough, paint and make collage pictures. They are engrossed in their imaginative play as they make dens, stir the spoons in the tea cup and push the dolls in the buggies.

Children learn about the benefits of following a healthy lifestyle as they enjoy playing outside in the fresh air throughout the year. Older children enjoy weekly dance and gym club sessions which are built into the routine. Good hygiene routines are followed and children are encouraged to accept responsibility for their own personal care. They are encouraged to have independence as they access the toilet and learn to wash their hands. They benefit from healthy snacks and balanced meals, such as baked potatoes with cheese and beans followed by fresh fruit. Drinking water is available to enable children to control their own thirst needs. Mealtimes are social occasions where children enjoy being together. However, older children are not provided with opportunities to learn to serve themselves. Regular fire drills help to ensure children learn how to keep themselves safe in an emergency.

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	2

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

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

