

The Cottage Private Day Nursery (55 Bedford Street)

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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).

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

The Cottage Day Nursery is one of three nurseries run by Cottage Day Nurseries Ltd. It opened in 1990 and operates from five rooms in a purpose built building. It is situated in Derby, Derbyshire. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.00pm all year round. All children share access to a secure enclosed outdoor area.

The setting is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. There are currently 38 children under two years on roll. The nursery employs 10 members of staff, all of whom hold appropriate early years qualifications. In addition, four practitioners are employed for domestic duties.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and receive motivating learning experiences skilfully matched to their individual needs. Practitioners offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which fully meet their personal interests. The provision is led by a highly motivated and extremely enthusiastic management team who embrace the process of self-evaluation. All practitioners and professionals work successfully together as they share a commitment to offering the best possible experiences to children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the use of the outdoor play area by offering a wider range of activities which will encourage children's interest and curiosity.

The effectiveness of leadership and management of the early years provision

The safeguarding of children has a high priority and excellent staff supervision ensures that children are continually kept safe. Concise policies, procedures and strategies are in place to safeguard children and to protect their welfare. The nursery has established clear management responsibilities in relation to child protection including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures. Excellent risk assessment procedures are implemented and exemplary organisation of routines help children to gain an exceptionally strong sense of security. Robust arrangements are in place for vetting and recruitment and all safeguarding

regulations are fully met.

The staff team is reliable and stable, and there is a strong commitment to ongoing professional development. Practitioners hold high aspirations for the quality of the service provided and enjoy regular opportunities to reflect on their practice, for example, during team meetings. Management systems run smoothly and staff morale is high. The management team strives to improve practice, regularly monitoring and evaluating the quality and standards at the nursery. There is a proactive and shared vision for inclusive practice, ensuring every child can achieve as well as they can regardless of their background. All children are unquestionably included and integrated. Children's individual identities are nurtured and practitioners are dedicated to adapting the provision to meet the constantly changing needs of the children who attend.

Partnerships with other settings are well established and make a strong contribution to children's achievement and well-being. Excellent links exist with neighbouring settings and this ensures that transition is as seamless as possible. The nursery dedicates time for getting to know children and their families, fostering lovely relationships and helping to ensure that children settle quickly and feel secure. Partnership with parents is very effective and practitioners provide regular opportunities for parents to become involved in the life of the nursery. The manager employs a whole group approach and all practitioners are enthusiastic and passionate about their roles in raising standards for children. Children benefit from exemplary levels of supervision and individual attention, and they blossom at the nursery. All children, parents and visitors to the nursery receive a very warm welcome.

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

Practitioners demonstrate excellent knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting and well-equipped environment reflects children's backgrounds and the wider community. Precise policies and procedures ensure that children are protected and well-supported. Practitioners are very well-deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Activities are matched to the full range of children's needs. As a result, children make strides in their learning and development.

Babies find comfort in touch and the human face, and begin to learn about caring for others. Practitioners maintain constant dialogue with them, show genuine interest in their play, and engage them in simple action rhymes, such as, 'Round and round the garden'. Babies coo and babble in excitement as practitioners sing songs, read stories and encourage children to point to items of interest, such as, cats, dogs and ducks. Treasure baskets are popular resources, and babies relish opportunities to explore the natural materials. Babies are fascinated with musical and interactive toys and experiment with interest. They reach and explore their

hands and feet, and adore tactile experiences, such as, painting.

Toddlers develop a strong sense of community as they share their favourite toys, books and photographs from home. They begin to recreate personal experiences with support from skilful practitioners. Toddlers show an interest in playing with sounds, songs and rhymes, and they take pleasure incorporating musical instruments into fun and interactive story time sessions. Matching cards and jigsaw puzzles are popular and toddlers build on their problem solving skills as they explore toys with buttons, flaps and simple mechanisms. Toddlers adore role play and practitioners extend their learning by providing dressing-up clothes and realistic props, such as, telephones, keyboards, telephone directories, clipboards and pencils.

Toddlers are active and engage in a range of opportunities to crawl and climb over, under and through equipment. They use the slide, the stepping stones and tunnel in the outdoor play area, and practitioners initiate games of 'Peepo' to make learning fun. Food is healthy, wholesome and nutritious and menus are displayed for parents. Meals include spaghetti bolognese with garlic bread, sausage hotpot with vegetables, chicken casserole with creamed potatoes, and chicken curry with rice and naan bread. Children relish cheese scones, celery and apple, sandwiches with salad garnish and chicken wraps for tea. All children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard.

Practitioners are genuinely interested in what children say and do and readily get down to their level to interact with them. Children are confident and self-assured and enjoy settled, affectionate relationships. They develop a strong understanding of the wider world as they access an array of resources that are representative of diversity. Children play in a welcoming, happy and child-friendly learning environment which affords them plenty of space to explore. The outside area is used very creatively and practitioners are currently considering new and innovative ways that outdoor play can be further developed to promote children's curiosity. Nevertheless, learning is unmistakably fun and children regularly come across new and interesting challenges. Practitioners are dedicated to their roles and create an interesting and inclusive atmosphere where children thrive.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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