



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 136094

DfES Number: 585220

### INSPECTION DETAILS

Inspection Date 30/07/2004  
Inspector Name Flo Griffin-Taylor

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Cottage Day Nursery (The)  
Setting Address 3 Lower Stone Close  
Frampton Cotterell, Frampton Cotterell  
Bristol  
Avon  
BS36 2LG

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Partnership of PS & BJ Draisey  
Address The Cottage Nursery  
3 Lower Stone Close, Frampton Cotterell  
Bristol  
BS36 2LG

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Cottage Day Nursery, in the village of Frampton Cotterell, South Gloucestershire, is a well established nursery which has been operating since 1997. It is based in a detached Victorian house that was especially converted for its current use. The nursery is open all year round, excluding bank holidays, Monday to Friday, from 07:30 to 18:00.

There are currently 60 children on roll, including 3 funded three-year-olds and 7 funded four-year-olds. The nursery has provision for children with special educational needs and for those for whom English is an additional language.

The ground floor is allocated to children aged between two to five years, and has two main play rooms. Toilet facilities are adjacent to these areas. The manager's office is also located nearby.

The first floor provides play, sleep and changing facilities for babies and children under two years, with separate baby and toddler areas. The staff room and kitchen are also on this level. There is a secure garden for outside play. This is divided into two separate enclosed areas, one of which is fitted with a safety play surface.

Currently there are 10 members of staff who work directly with the children. Four hold early years qualifications, three have NVQ Level 2 certificates, three are undertaking NVQ Level 3 training, and one staff member is about to commence on the same course. The nursery receives support from the Early Years Development and Child Care Partnership (EYDCP).

### How good is the Day Care?

The Cottage Day Nursery provides good quality care for children.

The nursery is well organised and managed. Staff are enthusiastic, relate well and work effectively together as a team. They have a positive approach to training and staff development and are committed to providing good quality care and education.

Clear recruitment procedures, induction for staff, an appraisal system and regular support is in operation. Management staff are closely involved in the daily running of the provision, organise staff effectively and group children appropriately. Most of the required documentation is in place, clearly presented and regularly reviewed. Two written procedures have to be addressed, as well as maintaining confidentiality when completing accident and incident forms.

The nursery provides a warm, welcoming and relaxed environment. Children are happy, interested and involved. Staff interact well, develop good relationships and are caring and sensitive to needs. They are consistent in approach and give children positive praise and encouragement. Behaviour is good. Staff have a sound understanding of children's developmental learning requirements. Activities are well planned and individual needs taken into account. Assessments are completed and progress closely monitored.

A good, varied range of toys and equipment is provided, which offers children challenge, interest and stimulation, supporting them well in their play and learning opportunities.

Staff give high priority to ensuring children are safe and secure and follow good health and hygiene practices. Food is freshly prepared and children are given healthy meals and snacks. Individual dietary needs are respected.

Staff work closely with parents and carers to ensure children settle happily into the nursery. They are welcoming and care for children according to parents' wishes. Information is shared. Parents are kept fully informed about activities and of their children's progress and achievements.

#### **What has improved since the last inspection?**

At the last inspection several actions were raised, all of which have been satisfactorily addressed.

Risk assessments for outings have been included in the operational plan, as have procedures to be followed in the event of a child being lost. Toys and equipment for babies and children under two are safe and age appropriate, with any hazardous items made inaccessible. Two additional nursing chairs have been purchased for the baby room area.

#### **What is being done well?**

- The nursery is well organised and managed. There are clear procedures for the recruitment and induction of staff and an appraisal system is in operation. Staff are committed, work effectively together as a team, and have a positive approach to training and development.
- Staff provide a warm, welcoming and relaxed environment, where children are happy, interested and involved. Staff interact well and are caring and sensitive to needs. They give children clear and consistent boundaries, with lots of praise and positive encouragement.

- Staff have a sound understanding of children's developmental learning requirements. Activities are well planned for each age group and individual needs taken into account. Children's progress is closely monitored.
- A good, varied range of toys and equipment is provided, which offers children challenge, interest and stimulation. It supports them well in their play, providing many opportunities to acquire new skills.
- Safety is given a high priority and clear, well established procedures are in place for keeping children safe and the premises secure. Staff actively promote good health and hygiene, and follow good practice guidelines.
- Staff work closely with parents and carers and provide them with clear information about their children's progress and all activities and events happening within the nursery.

#### **What needs to be improved?**

- the updating of some of the required documentation, to include written statements of procedures to be followed if a parent fails to collect a child and with regard to allegations of abuse made against a member of staff
- the confidentiality of accident and incident forms.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Devise a written statement of procedures to be followed in the event of a parent failing to collect a child.
7	Ensure that confidentiality is maintained when completing accident and incident forms.
13	Devise a written statement of procedures to be followed in the event of allegations of abuse made against a member of staff.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The Cottage Day Nursery offers good quality nursery education. Caring and supportive interactions with staff, and effective use of time and resources, help children make generally good progress towards the early learning goals.

Teaching is generally good with many strengths. Staff have a clear understanding of how children learn. They encourage children's participation, independence, respect for others, and organise room space creatively to provide a stimulating learning environment. Staff interact well with children, are responsive, listen and question appropriately. They offer children realistic challenges and a wide range of activities to capture their interest and imagination, and to build up confidence and self esteem. They are enthusiastic, and place emphasis on having fun. Assessments linked to the stepping stones are completed for each child, and assist with future planning. These are under review and further development.

The quality of leadership and management is generally good. The nursery is well organised and has clear aims. Staff are aware of their roles and responsibilities and work effectively together as a team. They meet regularly to plan and assess all areas of the provision and address any issues. Staff are not always given sufficient guidance to avoid missing some opportunities to extend children's learning. There are limited planned opportunities for children's informal markmaking. The nursery demonstrates a firm commitment to continued improvement through an active in-service training schedule, and staff are supported by on-going supervision and yearly appraisals.

Partnership with parents and carers is very good. Parents are provided with good quality information about the nursery and its provision. They are kept well informed about their child's achievements and receive regular updates as well as written progress reports. They are warmly welcomed, valued, and actively encouraged to be involved in their children's learning.

### What is being done well?

- Staff have a clear understanding of how children learn and develop. Children are making very good progress in personal, social and emotional development, knowledge and understanding of the world, and in physical and creative development.
- Staff provide a stimulating environment for children, make effective use of time and resources, and offer challenges that sustain interest and foster independence.
- Children are happy, confident, interested and are enthusiastic learners. They are caring, co-operative and relate well to each other.

- Staff interact well with children. They are responsive to their needs and interested in what children say and do, asking appropriate questions to extend their thinking.
- Staff work effectively together as a team, have good motivation and are clear as to their roles and responsibilities. There is a firm and strong commitment to continuing improvement.
- Staff have very good relationships with parents and carers, who are well informed about the setting, the provision on offer, and children's achievements and progress.

#### **What needs to be improved?**

- procedures for ensuring all staff are given sufficient guidance to avoid missing opportunities for extending children's learning
- opportunities for children to write spontaneously
- development of the children's observation and assessment system.

#### **What has improved since the last inspection?**

This is the nursery's first inspection visit.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested and have good self esteem. They speak out confidently, suggesting ideas and answering questions. They show increasing levels of independence. Children are well behaved, show respect and concern for others, and move freely between activities, initiating their own choice. They relate well, work independently or in small groups. They are eager to try out new ventures, and are enthusiastic learners. Concentration is good. They are becoming aware of the wider community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently use language to communicate and are developing a wide vocabulary. They talk through their actions, describe real and imaginary experiences and ably express their wishes and feelings. Children delight in singing rhymes, and listening to stories. They understand that print carries meaning, enjoy books and use them well. Most are able to recognise and write their own name, and link sounds to letters. There are however limited opportunities for children to write spontaneously.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing a good understanding of numbers. Many can count accurately and confidently up to ten, some beyond, and are starting to recognise numerals. Mathematical language is used well and children are gaining a good awareness of size, shape, comparison, addition and subtraction. They are able to copy simple patterns and sequences and are encouraged to reason and question. Some opportunities were missed however to extend children's skills in calculating during everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are keen to explore and investigate new materials and ideas. They are developing a good understanding of the natural and surrounding environment, of the wider world and of their own and other cultures, through an interesting range of well planned topics and activities. Children are gaining a good sense of time and place. They set the date daily, discuss the weather, seasons, and talk confidently about events, past and present. They are familiar with information technology and its use.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently around, carefully negotiating obstacles, with good co-ordination, imagination and control. They show a keen awareness of space and of others. Through well planned topic work and activities, children are learning about themselves physically and how their bodies work and perform. They show a good awareness of health and hygiene and understand the importance of keeping healthy. They confidently use a wide variety of equipment and tools and have good manipulative skills.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have good opportunities to use a wide range of materials to explore colour, texture, and shape, and create art work in two and three dimensions. They express their ideas through a range of activities, which include role play, story telling and movement sessions. Children enjoy singing and making music and play a variety of instruments, learning about rhythm and tempo. They use their imagination well and are developing an awareness of their senses through taste, touch and smell.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Ensure all staff are given sufficient guidance to avoid missing opportunities for extending children's learning.
- Develop planning to include more opportunities for children to write spontaneously.
- Continue to review, develop and extend the children's observation and assessment system, to further promote children's progress.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*