



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY100960

DfES Number: 537691

INSPECTION DETAILS

Inspection Date 09/08/2004
Inspector Name Kerry Durkin

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Cottage Private Day Nursery (Uttoxeter Road)
Setting Address Uttoxeter Road
Mickleover
Derby
Derbyshire
DE3 9AD

REGISTERED PROVIDER DETAILS

Name The Cottage Day Nurseries Ltd. 03211215

ORGANISATION DETAILS

Name The Cottage Day Nurseries Ltd.
Address Cottage Day Nursery
76-78 Bedford Street
Derby
Derbyshire
DE22 3PD

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 Private Day Nursery opened in 2002. It operates from a large detached house set back from the main route into Mickelover, a Derby City suburb. The premises consist of a baby and toddler unit on the ground floor and a pre-school unit on the upstairs level. There is a separate kitchen and a large play area at the rear of the nursery. The nursery mainly serves the local community and surrounding areas.

There are currently 137 children from birth to four years on roll. This includes 18 funded three- year- olds and 15 funded four- year -olds. None of the children speak English as an additional language, but three have special educational needs

The group opens five days a week all year round. Sessions are from 07.30 until 18:00. Children attend for a variety of sessions.

Sixteen staff work with the children. Eleven staff have early years qualifications to NVQ level 3 and five staff are currently working towards a recognised qualification. The setting receives support from a teacher/mentor from the Derby City Early Years' Development and Childcare Partnership. The nursery is a member of the National Day Nurseries Association and has the Investors in People Award.

How good is the Day Care?

The Cottage Private Day Nursery provides good quality childcare. Staff work well as a team and take part in a comprehensive appraisal and induction scheme. There are good opportunities for staff development and they attend a variety of training programmes such as curriculum planning and child protection. Clear policies, procedures and record keeping along with committed management ensure that the nursery is well organised. Although the procedures to complete the medication record lacks some necessary detail.

The nursery offers a warm and friendly environment where children are relaxed and happy. The layout of each room provides a comfortable and well-structured nursery where children are able to access a range of toys, resources and equipment and

make independent choices and decisions.

Good procedures for health and safety and a comprehensive risk assessment ensures children are kept safe and secure. Clear and consistent routines for hygiene help children to learn about hygiene practices children know when to wash their hands. Staff give good attention in meeting children's individual needs and ensure children are valued and respected. Staff have a good knowledge of child protection issues supported by a well written policy.

A good balance and range of well presented activities helps to encourage children's learning and development. Staff support children's play helping them to be make their own decisions and choices about what they want to play with. The effective questioning techniques of staff help to extend children's language and communication. Clear and consistent methods for behaviour management help children to learn about good behaviour. Children behave well and are kind and considerate of others.

Staff establish positive relationships with parents. Good records are in place containing important information. The activity at home sheets, daily diary and parent pack ensure parent's are well informed about their children's care and learning.

What has improved since the last inspection?

Not applicable

What is being done well?

- Good comprehensive policies and procedures together with the staff team commitment to training and development results in a well organised setting where children are well cared for.
- Well planned and varied play opportunities encourage children's confidence and independence skills. Staff spend time talking and listening to children and help to extend their language and thinking.
- Staff have good positive relationships with parents and actively encourage their participation in their children's learning and development.

What needs to be improved?

- the medication records to ensure they are clear and consistent

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
7	Review the medication records to ensure the information is clearly recorded.

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

How effective is the nursery education?

The Cottage Private Day Nursery provides good quality nursery education where children have a positive approach to learning. Progress in most areas is very good and children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a good understanding of the foundation stage and plan a good range of interesting play opportunities. The planning system takes into account specific learning intentions and covers most aspects of the six areas of learning. However some daily sessions are not effective in encouraging children to complete specific activities to fully consolidate their learning. Assessments are used to identify what children have learnt and clearly indicate individual targets and the next steps in children's learning. Most methods used to teach children are appropriate and encourage children to learn although some methods such as registration time are less effective for the 4-year-olds.

Staff manage children's behaviour very well they give clear expectations and are consistent in their approach. Resources are used well to support children's learning.

The management and leadership of the setting is very good. The manager is well organised and supports staff's training and development needs. Good systems for appraisal help to identify strengths and weaknesses to improve practice. There is a clear commitment to improving the quality of the provision through continuing developing planning, evaluating activities and daily routines to deliver a more effective programme for all children.

Partnership with parents is very good. Detailed information regarding the educational programme together with regular parents evenings and home activity sheets ensure parents are well informed about their children's care and are able to contribute to their learning.

What is being done well?

- Staff's commitment to encouraging children's personal, social and emotional development helps children to be confident and form good relationships with each other.
- Staff encourage children's good behaviour and are good role models. Effective methods such as the use of a kindness box ensures children learn to share and take turns and to be kind and considerate of others.
- Partnership with parents is very good. Effective systems encourage parents to be involved in their children's learning.
- The setting benefits from a well organised manager who has a strong commitment to continuing professional development within the staff team.

What needs to be improved?
<ul style="list-style-type: none">● methods used to teach children● organisation of some sessions

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn and are very independent. They select resources and activities with confidence and have good concentration skills. The well organised and happy atmosphere encourages children to share warm relationships with others. Children are well behaved and learn to share, take turns and are kind and considerate to others. Children's independence is developing well even the 3-year-olds are competent to tackle most self help skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are good communicators and are keen to share their experiences with others. Children engage in purposeful conversations the 4-year-olds vocabulary is growing as they are introduced to new words. Children learn about sounds of letters and begin to link these to their names, for example. They enjoy stories and listen well they know print carries meaning. Handwriting skills are well developed, 4-year-olds can write some letters while the 3-year-olds are able to draw for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about number and most children can count to 10 by rote although the 4-year-olds have less opportunities to extend their understanding of numbers and counting. Children's mathematical language is developing well the 3-year-olds begin to understand the concept of more or less however the 4-year-olds are not always encouraged to add and take away. Children are good at matching and sorting as they sort shells and use language such as small and large when making patterns with beads.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are interested in why things happen and how things work and have a natural curiosity. They enjoy planting seeds and eating the peas they have grown and caring for the nursery rabbit. Most children enjoy construction and are good at building and joining a variety of materials. The 3-year-olds are confident in using technology and the 4-year-olds are competent in using computer programmes to purposefully support their learning. Most children are interested in the world and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident in using their large motor skills they carefully steer round objects with increasing control. They enjoy moving over and crawling under obstacles and show good control and co-ordination. The 4-year-olds show an awareness of space as they practice spinning large hoops. Most children enjoy moving their bodies imaginatively to music. Most children understand about healthy practices such as washing their hands for snack. Children have good skills in using small equipment.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy collage and create their own art work. The 4-year-olds mix colours and know red and blue make purple. They take part in regular singing sessions and move their bodies to music. Children enjoy using their imagination. The 4-year-olds make up their own stories based on their own experiences while the younger children use their imagination with adults in the 'ice cream' shop. The children create their own designs as they use resources such as hole punchers, scissors and glue.

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

- Review the planning of the sessions to ensure children are consistently given time to finish tasks and activities to enable them to fully consolidate their learning.
- Ensure the methods used to teach children particularly the four-year-olds are appropriate and offer sufficient challenge especially with regard to their mathematical development.

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.