



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316018

DfES Number: 522581

INSPECTION DETAILS

Inspection Date 01/03/2004
Inspector Name Jannet Mary Richards

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rose Cottage Nursery
Setting Address 578-582 Manchester Road
Westhoughton
Bolton
Lancashire
BL5 3JP

REGISTERED PROVIDER DETAILS

Name Mr Leonard Steers

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

Rose Cottage has been established for 13 years, owned by the current provider for the past nine years. It operates from a semi-detached converted residential property situated in Westhoughton, near Bolton. The nursery occupies the ground floor of the premises with group rooms for different age groups. There is an enclosed garden for outdoor play. The nursery serves the local and surrounding areas.

There are currently 72 children on roll. This includes 18 children aged three years and four children aged four years who receive nursery education funding. The nursery supports children with special needs. There are no children attending at the present time who have English as an additional language.

The nursery opens from 08:00 to 18:00 for 51 weeks of the year. Children attend for a variety of part and full time sessions.

A total of 18 members of staff work in the nursery, including the proprietor / manager. 17 staff have early years qualifications, and one member of staff is currently working towards qualification. The setting receives support from the Early Years development and Childcare Partnership (EYDCP).

How good is the Day Care?

Rose Cottage Nursery provides good quality care for children.

The provision is well organised. The staff work well together as a team. They have a clear understanding of their responsibilities, and of the policies and procedures which they follow in practice to ensure a consistent approach.

The children benefit from a good range of planned activities. There is a wide range of good quality toys and equipment available in the nursery, though a limited amount is available to the children at any one time. The staff work directly with the children and support them well in their play. They are very caring towards the children, they know them and their individual needs, and provide for these very well. They give

them lots of praise and encouragement. In response the children are settled and secure in the nursery environment and behave very well.

Staff are aware of health and safety issues, and most measures are in place to ensure that children are safe. They follow clear procedures to maintain good standards of health and hygiene, and children are provided with healthy and nutritious meals and snacks.

Parents and carers are made to feel welcome in the nursery. The staff ensure that they consult parents on all issues relating to the care of their children, and keep them well informed about what the children have been doing. Parents have good access to written information relating to the care of the children, and most documentation is suitably maintained. Parents value the provision, particularly the flexibility of the service to meet each child's needs and the homely and welcoming environment.

What has improved since the last inspection?

At the last inspection the setting was required to address seven issues, three relating to documentation and four to safety procedures.

The setting was required to inform Ofsted that existing staff had been vetted, to amend the child protection statement to include procedures to follow in the event of an allegation against a member of staff, and to ensure that parents sign to acknowledge when medication has been given. The proprietor has confirmed that all staff have been vetted, and is aware of current procedures for vetting staff. The child protection statement has been amended in accordance with requirements. Procedures are now in place to ensure that parents sign to acknowledge when medication has been administered to children. These actions have led to an improvement in the documentation.

The safety issues related to risk assessments for carrying hot drinks, hazardous plants in the garden, low level glass and procedures for checking the safety of toys and equipment. Since the last inspection a wooden fence has been erected around the garden which ensures that hawthorn bushes surrounding the garden are inaccessible to the children. Low level glazing has been checked to ensure that it meets safety standards and one window has been replaced. Toys and equipment have been checked to ensure that they meet current safety standards, and some have been discarded. Risk assessments have been formulated which have led to an overall improvement in safety.

What is being done well?

- There are good gradual admission procedures which allow the staff to get to know the children well and consult with the parents about their individual routines and wishes. Children's individual needs are given high priority and are accommodated very well.
- The staff group have a very caring approach, they support the children well and talk to them in a positive manner which encourages their confidence and

good behaviour.

- Good teamwork and organisation ensures that the nursery day runs smoothly. The staff are aware of procedures and follow them well in practice.
- Children benefit from the nutritious and healthy meals and snacks. Fresh produce is purchased from local suppliers and cooked on the premises each day. Children's dietary needs are accommodated well.
- Parents are made welcome in the setting and through daily discussion, diaries, regular newsletters for example they are kept well informed about what the children have been doing. They particularly value the homely atmosphere of the nursery.

What needs to be improved?

- the systems for accurately recording children's hours of attendance
- the safety of the drain cover in the garden and radiators in the playrooms.

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 | Ensure the registration system shows the hours which children attend. |
| 6 | Put measures in place to ensure that drain covers in the garden are secure and that hot radiators do not pose a hazard to children. |

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

How effective is the nursery education?

Rose Cottage Nursery offers good quality provision which helps children to make generally good progress towards the early learning goals.

Children's progress in personal social and emotional development, knowledge and understanding of the world, creative and physical development is generally good. Children make very good progress in communication, language and literacy and in mathematics which are strengths of the provision.

Teaching is generally good. The staff effectively plan a varied and an interesting range of focussed activities based on themes which help the children to make good progress in their learning. During planned activities they question and challenge the children well at a level which is appropriate to their understanding, though do not yet incorporate this, or the role of the adult, into the planning. The nursery has a very good range of well organised resources which is used well in planned activities, though the children are not always able to access a wide range to initiate their own play ideas and practice their skills. The staff are particularly skilled at managing children's behaviour, and the children respond very well to the frequent praise and encouragement they receive. Children with special needs are well supported in the nursery.

Leadership and management is generally good. The established staff team communicate well with each other, and are well supported by the management team to ensure the smooth running of the provision.

The partnership with parents and carers is very good and contributes to children's progress. Parents are very welcome in the setting, they share information about their children with staff and their views are valued. They are well informed about the children's progress and activities they have been involved in.

What is being done well?

- The staff plan a very good range of focussed activities which provide some interesting and stimulating learning opportunities. Provision for children's mathematical development and communication, language and literacy is very good.
- The staff team's positive approach, praise and encouragement creates a positive learning environment where children are settled, confident and motivated to learn. They know the children well and question them effectively during planned activities to encourage their learning.
- Relationships between children, staff and parents are very good. Parents are made to feel welcome in the setting and are well informed about the curriculum.

What needs to be improved?

- the organisation of resources to allow opportunities for children to select from a wide range of resources and initiate their own play ideas
- the short term planning of activities to identify the roles of staff in activities and how children at different levels of ability will be supported and challenged.

What has improved since the last inspection?

At the last inspection of the nursery education provision two areas were identified for further development;

The first was to "Develop a record of achievement which is parent friendly and can be shared with parents and carers on a regular basis". The setting has made good progress on this issue. Children's assessment files are maintained which include children's work, photographs of children involved in play activities and progress records which are made available to parents on a regular basis.

The second issue was to "Improve the information leaflet to parents, to become a parent friendly guide to the desirable outcomes for three and four year old children's learning". Since the last inspection good progress has been made, the parent booklet has been modified, and a new, updated version is currently in the process of being developed. The new booklet contains information for parents about the six areas of learning and stepping stones towards the early learning goals, which have replaced the desirable outcomes for children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have a positive disposition to learning, they are settled and confident in the nursery environment and eager to participate in activities. They work well alone and in groups. They concentrate and persist well at activities which interest them, though do not often access resources to initiate or extend their own play ideas. They develop good relationships with staff and friendships with others in the group. They respond very well to praise, encouragement and clear boundaries.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have frequent very good opportunities such as discussion time to develop skills in speaking and listening. They are confident speakers, they use language well to explain, recall events and connect ideas. They enjoy looking at books and listening to stories, they know how books work and handle them correctly. They understand that there are different reasons for writing, creating for example, lists and letters during role play, and labelling their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children benefit from frequent opportunities to count and recognise numbers. They take every opportunity to count during play to ten and beyond, such as counting how many times they stir the baking mixture. They recognise and can name some numbers. They develop early calculating skills, they understand the concepts of more and less for example. They develop a good understanding of shape, space and measure during planned activities and use mathematical language routinely during play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children participate in a range of interesting activities to learn about changes and find out why things happen, such as making kites to fly in the wind and finding out what happens during the baking process. Through daily routines and discussions they develop a good understanding of time. They learn about the local environment when they visit a nearby farm, observe mini-beasts the garden and make simple maps of the area, for example. They often learn about different cultures and beliefs.

PHYSICAL DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
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Children use a good range of equipment such as balancing beams, hoops, climbing frames and balls to develop their large movements and co-ordination. They take part in dance classes each week and use an interesting outdoor play area, more so in fine weather. They learn about their own needs, such as using sun cream in hot weather and wearing coats when it is cold. They develop fine motor skills using a range of tools such as pencils, rollers, cutters, and scissors for example.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
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Children create pictures and objects in two and three dimensions using a good range of interesting materials particularly during planned activities, and less often during free play. They use their senses often to feel the texture of different fabrics, listen to the sounds of musical instruments and observe their faces in a mirror, for example. They are enthusiastic about role play and use their imagination well to create simple storylines. They enjoy music and singing familiar songs each day.

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 organisation of resources to allow opportunities for children to select from a wide range of resources in order to initiate their own play ideas and practice and consolidate the skills they have learned
- incorporate into the short term plans the roles of staff in activities and how children at different levels of ability will be supported and challenged.

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.