



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 257859

DfES Number: 513352

INSPECTION DETAILS

Inspection Date 10/07/2003
Inspector Name Alison Edwards

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Cottage Private Day Nursery
Setting Address 14 Mansfield Road
Heanor
Derbyshire
DE75 7AJ

REGISTERED PROVIDER DETAILS

Name Mrs Debbie Bull

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 was re-registered under its current ownership in 2001. It is registered to offer full day care to 34 children from nought to eight years of whom not more than twelve are under two years. It provides nursery education to funded three and four year olds. There are currently 65 children on roll including 8 funded three-year-olds and 13 funded four-year-olds. The nursery makes provision for children with special educational needs.

The day nursery operates from a two-storey converted residential property near the centre of Heanor in Derbyshire. There are three ground floor and three first floor playrooms and an enclosed outdoor play area for children's use, with ground floor toilet and nappy changing facilities and a further first floor nappy-changing area. The nursery opens from 7.30 a.m. to 6.00 p.m. from Monday to Friday throughout the year and is part of a chain of child care provision operating within Derbyshire, including an out-of school club in Langley Mill. The nursery has two mini-buses.

Excluding the joint proprietors there are currently 13 childcare staff. Of these 11 hold currently recognised childcare qualifications at Level 3 and a further two are undertaking training at Level 2 or 3. Most staff have undertaken food hygiene training and hold current first aid qualifications.

How good is the Day Care?

The Cottage Private Day Nursery offers satisfactory care to children. Clear management, recruitment and training structures are in place, and there is a high proportion of well-qualified staff. The warm and welcoming premises offer sufficient space for a range of indoor and outdoor activities, although currently provide little privacy for children's toileting and intimate care. Equipment and play materials are well-maintained and suitable for children's needs, and include some resources reflecting diversity. Required policies, procedures and records are generally in place to underpin the management of the setting though daily registers lack some necessary detail and some policies are not in line with current guidance.

High priority is given to safety issues, with detailed risk assessments and careful security arrangements in place. Children's records include relevant details of individual care and dietary requirements and there are good arrangements in place to support children with identified special educational needs. Menus provide an appropriate range of meals and snacks.

Children are generally confident and relaxed in their dealings with staff and each other and show interest and enjoyment in a varied range of activities. Staff usually work directly with children, giving careful attention to babies' individual care routines and helping children feel settled and secure and understand what is expected of them.

Parents receive good information about the nursery through attractive displays, parent packs and access to policy folders. Daily feedback sheets provide information on children's activities and care routines and parents are offered useful suggestions for home-based activities to support children's learning.

What has improved since the last inspection?

At the last inspection the nursery was asked to take action relating to staff vetting and to provision of activities for children with special needs. Both these areas have been addressed.

What is being done well?

- Staffing arrangements are good. The nursery employs a high proportion of qualified childcare staff and offers continued training opportunities both in-house and externally.
- Safety issues receive careful attention. Risk assessments are thorough and regularly reviewed, and security arrangements for both indoor and outdoor play areas are good. The nursery gives high priority to relevant staff training, with a high proportion of staff having completed first aid and food hygiene training.
- There are good arrangements to support inclusion of children with identified special educational needs
- Parents are kept well informed about the nursery and its provision through attractive displays, well presented parent packs and access to policy folders. They receive daily information on their children's activities and care routines, with opportunities to attend parents' evenings and to make use of suggestions for home based activities related to nursery topics.

What needs to be improved?

- procedures to be followed in the event of a parent failing to collect a child (Standard 2);
- consideration of children's privacy and dignity in provision of toilet facilities

and intimate care (Standard 4 and 10);

- the child protection statement to reflect current local Area Child Protection Committee procedures and include staff responsibilities, relevant contact details, and procedures to be followed in the event of any allegation against staff (Standard 13);
- inclusion of children's hours of attendance on daily registers (Standard 2 & 14).

Outcome of the inspection

Satisfactory

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	review procedures to be followed in the event of a parent failing to collect a child
2	ensure daily registers include details of children's hours of attendance
4	improve toilet facilities to offer privacy and dignity for children in toileting and intimate care
13	ensure child protection statement reflects current local Area Child Protection Committee procedures and includes staff responsibilities, relevant contact details, and procedures to be followed in the event of an allegation against staff

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

How effective is the nursery education?

The Cottage Private Day Nursery offers good quality nursery education where children enjoy learning through a varied range of interesting activities which help them make generally good progress towards the early learning goals.

Teaching and learning is generally good. Children develop secure and relaxed relationships with staff, helping them become confident learners. They enjoy a broad range of both adult-led and child-initiated activities, although the current organisation of resources and daily routines sometimes limits opportunities for them to explore their own ideas and interests in depth. There is good provision to support children with special educational needs. Although extensive planning systems are in place, these do not yet fully incorporate a balanced coverage across all aspects of learning. Staff maintain detailed records of children's development, although these are not yet effectively linked to short-term planning to match activities and teaching strategies to individual learning needs.

Leadership and management of the setting is generally good, with a clearly-defined organisational structure and staff responsibilities. Staff's professional development is supported through a recently-reviewed staff appraisal system and by opportunities to attend continuing training. Teaching strategies are not yet effectively monitored.

The partnership with parents is very good. Effective use of displays creates a warm and welcoming atmosphere and provides useful information about the setting and its activities, with regular parents' evenings providing opportunities to share children's developmental information. Parents also receive very useful suggestions for practical home-based activities, encouraging them to be actively involved in supporting their child's learning.

What is being done well?

- There is a good partnership with parents. The nursery provides a welcoming atmosphere, with well-presented displays and good quality information available regarding the provision and children's progress, and including very useful ideas to help them support their children's learning at home.
- Children's spoken language is developing very well. They are generally confident in talking to other children and adults and begin to take account of other people's views when negotiating.
- Children's confidence and relationships are developing well. They show independence in many self-care skills and demonstrate care and concern for each other during practical activities and through daily routines.
- Effective arrangements are in place to integrate children with special educational needs.

What needs to be improved?

- the use of assessments of children's progress to inform short-term planning and to provide more effectively for children's individual learning needs.
- the development of long-term planning to ensure there is a balanced coverage of all aspects of learning.
- consideration of the organisation of the session to ensure time and resources are used to good effect to support children's independent learning, and to enable them to pursue their own choices and interests.

What has improved since the last inspection?

This is the first inspection of nursery education since registration with the current proprietors.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and relaxed in their dealings with each other and with adults. They develop good independence in self-care skills. They usually show an understanding of what is expected of them and behave appropriately, although can be easily distracted in group times. Children generally show interest and enjoyment in their play, although sometimes daily routines do not allow sufficient scope for children's extended involvement in activities of their own choosing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. Many children talk confidently with adults and peers, beginning to take account of others' points of view. They join in with familiar stories, and sometimes independently sing familiar songs. Many children begin to link initial sounds and letters, and show an interest in mark-making leading to letter formation skills, but they do not often experiment with purposeful independent writing in their play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children begin to count and recognise numbers in varied planned activities and daily routines. They explore shape, space and pattern in various adult-led and free-play activities. Although children begin to show an understanding of simple calculation through some practical activities, these are not yet effectively planned to provide appropriate challenge for children to develop their knowledge and skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate objects and learn about the local environment and different cultures through varied topic-based activities. They have ready access to small tools such as hole punches and scissors, and often enjoy handling different tactile materials and using various construction materials. However, these activities sometimes lack challenge or clear purpose. Children do not often learn about uses of everyday technology in their planned activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy using various small tools such as scissors, funnels, sieves to help develop their hand-eye co-ordination. They negotiate space well and are confident in their regular use of the outdoor play area and large play equipment. However, planning is not yet used effectively to ensure physical activities offer appropriate challenge for more able children. Children start to learn about good health and how to care for themselves through daily routines and topic activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children often handle different materials and try different techniques such as printing and sponge painting, learning about colour, texture, form and shape. They begin to act out narratives in their role play, and sometimes sing familiar songs to themselves from memory. Activities are sometimes not planned and organised to best effect to help children develop and extend their creative and imaginative play.

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

- develop use of assessments of children's progress to inform short-term planning to provide more effectively for children's individual learning needs;
- develop long-term planning to ensure balanced coverage of all aspects of learning;
- review the organisation of the session to ensure time and resources are used to good effect to support children's independent learning, and to enable them to pursue their own choices and interests.

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.