



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 227081

DfES Number: 582266

### INSPECTION DETAILS

Inspection Date	25/01/2005
Inspector Name	Angela Dyer

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Cotton Tails Day Nursery
Setting Address	1110 Bristol Road South Northfield Birmingham West Midlands B31 2RE

### REGISTERED PROVIDER DETAILS

Name	Mrs Nicola Jean Cotton
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Cotton Tails Day Nursery opened in 1996. It operates from four rooms in a converted house in Northfield, Birmingham. The setting serves the local area.

There are currently 77 children from 0 - 5 years on roll. This includes 12 funded three year olds and 9 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports children with special needs.

The nursery is open each weekday from 07:30 until 18:00, all year round.

There are 15 staff, 2 part time and 13 full time, who work with the children, of whom all have early years qualifications to NVQ level 2 or 3. There are 7 staff who are currently working towards a recognised early years qualification. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

### How effective is the nursery education?

Cotton Tails Day Nursery provides good-quality nursery education which enables children to make generally good progress towards the early learning goals with very good progress in the area of knowledge and understanding of the world.

The quality of teaching is generally good. Staff have a clear understanding of the early learning goals and assess children's progress through observations, formal and informal assessments. Staff manage space and resources well allowing children to self select activities in a well-organised environment. Children are not always challenged appropriately and on occasions staff do not allow children to develop their questioning skills through practical activities. Staff management of children's behaviour is inconsistent and the use of the star chart is irregular.

Leadership and management is generally good. Staff are aware of their roles and responsibilities and managers carry out regular appraisals to identify training and development needs. The managers are committed to improvement and involve other professionals in advisory and support roles. Changes have been made to the environment to improve opportunities for children to self select resources and activities which has had a positive impact on children's independence however the younger children in the room sometimes distract from children's learning.

Partnership with parents is very good. The nursery provides a booklet which details all aspects of care including the curriculum, this is supported by regular newsletters. Staff encourage parents to play an active role in their child's learning and provide activity packs which enable parents to consolidate what their child has been taught at nursery.

### What is being done well?

- Partnership with parents is very good. Staff work closely with parents to extend their children's learning. Staff make time, on a formal and informal basis, to ensure parents are kept fully informed of their child's progress.
- Children have opportunities to use a range of ICT equipment including computer and audio tape, children demonstrate an understanding of how to use the equipment independently carrying out simple programmes.
- Staff provide a welcoming environment for children where their art work is attractively displayed. The environment is divided into areas of learning and children move confidently around the setting selecting activities of their choice.
- Children are given opportunities to develop their independence and self care skills. Children serve their own meals, with staff offering support where needed. Children also have access to drinks throughout the session which they help themselves to, choosing a drink and pouring it from the jugs

provided.

**What needs to be improved?**

- opportunities for children to count and problem solve during practical activities
- opportunities for children to develop their questioning and listening skills
- consistency of behaviour management to enable children to learn right from wrong
- differentiation of activities to provide sufficient challenges for more able children

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

Poor progress has been made in dealing with the point for consideration raised at the previous inspection. The setting agreed to provide opportunities for children to reinforce worksheet activities with practical activities, in order to develop their understanding of number value. Although an action plan was drawn up detailing how this would be done, opportunities for children to count and understand the value of numbers remains limited

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children form good relationships with each other and staff and their self confidence is enhanced by the special person project. Children are showing independence in carrying out activities including meal times, drinks time and selecting activities using picture cards. Children do not always demonstrate an understanding of what is right and wrong due to inconsistent behaviour management and more able children are not provided with sufficient challenges during planned activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children respond well to simple instructions and are linking sounds to words during circle times. Children recognise familiar words including other children's names. Children are confident talkers interacting with each other and taking turns in conversation, however children's questioning skills are limited due to staff not giving children sufficient time.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use size language such as big and little and match shapes in a variety of activities however children do not use numbers for counting and do not show interest in number problems. Children have limited opportunities to count in rhymes, role-play and everyday practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children construct with a purpose in mind using junk modelling and know how to operate simple ICT equipment. Children describe significant events within their families and are able to differentiate between past and present. Children show an interest in the environment and the world in which they live.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently around the setting both indoors and outdoors. Children are developing manipulative skills through a range of activities although this is sometimes hindered due to limited resources. Children enjoy physical games and are beginning to show an awareness of their body and health issues although this is not always encouraged by staff.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children imitate adults in role-play area and use available resources well. Children enjoy listening and moving to music. Children make constructions, paintings and collages however have limited opportunities to explore what happens when they mix colours. Children know a range of songs and rhymes which they sing with enthusiasm.	

**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**

- Provide opportunities for children to count and problem solve in relation to numbers during practical activities.
- Provide increased opportunities for children to develop their questioning and listening skills.
- Ensure that staff management of behaviour is consistent so that children can learn right from wrong.
- Provide sufficient challenges for older and more able children to extend their learning.

*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.*