



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY280321

DfES Number:

INSPECTION DETAILS

Inspection Date	13/04/2004
Inspector Name	Katherine Powell

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Keepers Cottage Day Nursery
Setting Address	Luffenham Road Ketton Stamford Lincolnshire PE9 3UT

REGISTERED PROVIDER DETAILS

Name	East Haddon Day Nursery Limited 4710738
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ORGANISATION DETAILS

Name	East Haddon Day Nursery Limited
Address	The Stables, Mill House East Haddon Northampton Northamptonshire NN6 8DU

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

Keepers Cottage Day Nursery is a privately owned provision which has been registered since January 2004. It operates from a converted bungalow, located in a rural setting on the edge of the village of Ketton, near to Oakham and Stamford. The premises consist of an office, kitchen, toilet facilities and playrooms. Children are grouped according to their ages and stages of development. There is an enclosed garden for outdoor play and activities.

There are currently 45 children on roll, this includes 9 funded three-year-olds and 5 funded four-year-olds. There are no children who have been identified with special needs and all children speak English as their first language.

The nursery operates each week-day throughout the year from 07.45 to 18.15, with the exception of bank holidays. Children are able to attend a variety of sessions.

The nursery employs 11 members of staff on both a full and part-time basis. Of these, five have completed childcare qualifications and two staff are undertaking further training. The nursery proprietor is also undertaking a childcare qualification.

How good is the Day Care?

Keepers Cottage Day Nursery provides good quality care for children aged from birth to eight years.

Children are cared for in a happy and harmonious atmosphere. Staff work well as a team and have a consistent approach to their work. This is achieved by a comprehensive range of policies and procedures which reflect day-to-day practice, regular staff meetings and good opportunities for staff training and support. Staff give high priority to ensuring children's health and safety and positive steps have been taken to minimise risks. Appropriate records are maintained and are held securely, although children's registers lack sufficient detail. There is an effective system in place to support children with special needs.

Staff provide a stimulating learning environment and an interesting range of activities to promote children's learning in all areas. The nursery has a good range of equipment in each room, however, space and resources are not organised effectively for the older children. Consequently, craft activities are often adult-directed and children are not able to freely select tools and materials when engaging in creative and imaginative play. Children have regular opportunities to engage in outdoor physical play and are encouraged to be curious and explore their environment. Staff have formed effective relationships with the children and children benefit from consistent staff in each room. Staff support children's learning well during practical activities and babies receive high levels of individual attention. Children behave very well in response to high expectations from staff.

There is a good partnership with parents and carers which is fostered through effective written and verbal communication. Staff work closely with parents to ensure they are kept fully informed about the provision and the progress their child is making. Staff provide a warm and welcoming environment where parents and children are valued as individuals.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff have developed good procedures for communicating with parents. Useful information is provided in the brochure and newsletters and staff share information about children's progress both verbally and in individual diaries.
- Staff provide a stimulating learning environment and children's art work is attractively displayed. Children are given regular opportunities to engage in outdoor play and activities.
- Staff give high priority to ensuring children's health and safety.
- Staff know children well and maintain high standards of behaviour. They use praise and encouragement to promote children's self esteem.
- Children benefit from being cared for by consistent staff in each room. Children in the baby room receive high levels of individual attention.

What needs to be improved?

- opportunities for children to freely access tools and resources when engaging in creative and imaginative play
- opportunities for children to further develop their independence skills at snack time and when selecting activities
- procedures for recording the attendance of children.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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 daily attendance records for children include times of arrival and departure.
3	Improve the organisation of activities and daily routines, such as craft and snack time, to further promote children's independence skills and provide a balance of child and adult initiated play.
3	Ensure children can freely access a broad range of tools and resources to promote creative and imaginative play.

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

How effective is the nursery education?

Keepers Cottage Day Nursery offers good quality nursery education. Children enjoy learning through a range of stimulating activities. Effective teaching helps children make generally good progress towards the early learning goals. They make very good progress in personal, social and emotional development.

The quality of teaching is generally good. Staff have a sound knowledge of the Foundation Stage curriculum which enables them to provide a suitable range of activities. However, planning systems do not clearly identify how activities will be adapted or extended for differing abilities. The key strengths in personal, social and emotional development are due to the staff skilfully engaging the children in conversation and fostering self esteem. There is an effective system in place to provide good support for children with special needs.

Children are highly motivated and are encouraged to express their ideas and thoughts verbally. However, children have fewer opportunities to practice writing for different purposes or to use their imaginations during role-play activities. Children are not able to freely access craft materials or resources to promote creativity, such as musical instruments. Children behave very well in response to high expectations from staff. The nursery has a good range of equipment to cover all areas of learning and staff make very good use of the outdoor area for physical play, although not all aspects of physical development are sufficiently promoted.

Leadership and management is very good. Effective leadership and a well structured management team ensures that good early years practice is shared, and areas for future development are identified.

The partnership with parents and carers is generally good. Key workers regularly talk to and share information with parents about their child's progress. Parents receive good written information about the nursery and termly topics and are encouraged to be involved in the children's learning.

What is being done well?

- A strong emphasis is given to the area of personal, social and emotional development. Children are confident, sociable and have formed effective relationships with each other and staff. Very good standards of behaviour are maintained.
- Staff work well as a team and provide an interesting range of activities, good role models and a stimulating learning environment. They provide good support for children during practical activities.
- An effective partnership with parents and carers is fostered through good verbal and written communication. Parents are actively encouraged to be

involved in their children's learning.

- Staff make good use of the outdoor area to promote children's physical development and their understanding of the natural world.
- There is a strong management structure which ensures continual development through monitoring, appraisal and staff development.

What needs to be improved?

- opportunities for children to practise writing for a variety of purposes during role-play activities
- the planning of the education programme to ensure all areas of learning are sufficiently covered and activities are differentiated to meet the needs of all children
- the organisation of the learning environment to ensure children can freely select tools and materials and express themselves imaginatively and creatively during free play activities.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's behaviour is very good and they learn to take responsibility for their own actions. They relate well to each other and have formed effective relationships with staff. Children are interested and motivated to learn and are confident to speak in larger groups. Children show care and concern for others and are developing their understanding of diverse cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing a wide vocabulary and are beginning to use more complex sentences to express their ideas. Children listen with interest to stories and are learning the conventions of reading. They are developing good pencil control and are able to write their name and some letters independently. However, there are limited opportunities for children to practise writing for different purposes during role-play activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to count in sequence to ten and beyond and learn to use number in everyday situations. They are able to recognise some numerals. They can recognise and name familiar shapes and use appropriate language to describe size, quantity and position. Children's understanding of addition and subtraction is developed through activities such as action songs and rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children talk about past and present events in their own lives and learn about the work of people in the community. They explore the natural environment and uses their senses to describe changes in the weather and materials. They are able to independently operate simple equipment and use information technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have the opportunity to carry out physical activities both indoors and outdoors. Their small hand skills and whole body movements are developed through effective use of a wide range of equipment and large apparatus. Children are developing an awareness of the effects of healthy eating through topic work but have fewer opportunities to discuss the changes which occur to their bodies when they are active.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have learnt a variety of familiar songs and participate enthusiastically during group singing times. They draw on first hand experiences when engaging in role-play activities but have fewer opportunities to express themselves imaginatively through role-play or music. Children use a range of media to explore colour, shape and texture but have limited opportunities to freely select their own materials and tools.	

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

- improve the organisation of the learning environment to enable children to freely select from a wide range of tools and materials and express themselves imaginatively and creatively during free play activities
- develop planning systems to ensure all aspects of learning are sufficiently covered, with particular regard to physical development, and identify how activities can be differentiated for children's varying abilities
- extend opportunities for children to write for different purposes during role-play activities.

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.