



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY271444

DfES Number: 512909

INSPECTION DETAILS

Inspection Date	11/03/2004
Inspector Name	Susan Catherine McGarry

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Garden Cottage Nursery
Setting Address	Church Road Boreham Chelmsford Essex CM3 3EB

REGISTERED PROVIDER DETAILS

Name	Mrs Deborah Anne Law
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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 Garden Cottage Nursery opened in 1985. It operates from a bungalow in Boreham, near Chelmsford. The nursery serves the local area.

There are currently 30 children from 2 to 5 years on roll. This includes 16 funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week during school term times. Sessions are from 09:15 until 12:00 and from 12:30 until 15:00.

Seven part and full-time staff work with the children. Just under half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Garden Cottage Nursery provides a good standard of care for children.

The staff work well together and are supported by a good induction programme and appraisal system. This identifies staff training needs and they are then given access to appropriate training opportunities. There is a good level of resources available, which are well maintained and used effectively. Displays are used to reflect the topics provided. The setting is organised into areas in which the children can move freely and safely. There is regular access to an outside play area. A clear set of policies and procedures are readily accessible within a detailed operational plan and records are stored.

All procedures and arrangements for children's safety and security are in place, which ensures that children play safely. There is an awareness of safety issues but the outside play area is not secure enough. There is some knowledge of child protection although no recent training has been accessed and the child protection

policy requires updating. Health and hygiene procedures and routines are followed. Healthy snacks are provided. Both the special educational needs and equal opportunities policies are being effectively reflected in the setting's provision with regards to children's individual needs and there are close links in place with support agencies.

There are a broad range of activities provided which are well planned and support children's development and learning. There are many opportunities for children to select and make choices about their play. Good relationships are developed between the children and staff and there are high levels of interaction taking place. The staff manage children's behaviour consistently.

The parents are provided with very comprehensive written details of the nursery in the form of newsletters and a prospectus and have full access to the setting. They are kept informed about their individual children through daily contact with staff.

What has improved since the last inspection?

There were no actions identified at the last inspection.

What is being done well?

- There are very good staffing levels in place. They work well together and follow jointly agreed planning. There is a good appraisal system in place, which helps them to identify training needs through their own self-evaluations.
- There are a broad and stimulating range of activities, which are well resourced for the children. This provides them with opportunities to explore and investigate, make decisions about their play and self-select equipment. The children are well supported by adults who are interested and respond to them.
- There is very good support in place for children with special needs and the staff work closely with parents and support agencies to meet individual needs.
- Partnership with parents is good. They are well informed about the setting through high quality written information and close contact with the staff.

What needs to be improved?

- the policy for child protection and access to training
- the security of the outside play area.

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
4	Review security of the outside play area.
13	Review and update the child protection policy. Identify and access relevant training.

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

How effective is the nursery education?

The provision for nursery education at Garden Cottage Nursery is of good quality. It enables children to make very good progress in their communication, language and literacy, creative and personal, social and emotional development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Good relationships exist between children and staff and they are encouraged to be independent, to have high levels of confidence and are allowed to become involved in their play and learning. Staff are included in the planning process and have long, medium and short term plans to refer to. They are recording some information observed about the children's learning which is transferred onto their assessment records. Differentiation is being identified on the focussed activity timetable for each week with an identified stepping stone but it is not clear if this is for three or four year old children and there is not enough challenge identified within the areas of calculation or writing.

Progress towards the early learning goals based on the stepping stones is recorded. Some evaluation is taking place but the next step of learning for each child is not being fully identified yet within the planning system.

Leadership and management is generally good. The staff team works well and responsibilities are being allocated amongst them. They are beginning to reflect upon the provision of nursery education through their evaluations. There are close links established with agencies supporting children with special needs. The setting is looking to improve and intends to use feedback from parents to inform this.

Partnership with parents is very good. Parents are provided with excellent written information about the setting. Staff have on-going contact with parents to discuss children's progress. Parents are being offered the opportunity to meet on a more formal occasion. They are encouraged to be involved in their children's learning.

What is being done well?

- Children's personal, social and emotional development is very good. They are secure, confident and independent and have established good relationships with each other and with adults in the setting.
- Children's progress in all areas of communication and language is developing well. There are good opportunities provided to communicate and use their language skills in a variety of situations during role play; negotiating with each other in small and large scale group activities and during 1:1 interactions with adults.
- Children's creative development is being fostered very well through many opportunities to use and explore media and materials, engage in role play

and use their imagination. They respond to experiences using all their senses.

- Children explore and investigate their environment particularly through the topic work they cover. They have exciting opportunities to observe mini-beasts and their life cycles and share information and knowledge with each other.
- Partnership with parents is constructive and informative and is being developed further to extend the opportunities for parents to become more fully informed about their children's learning and progress.

What needs to be improved?

- the link between assessment records and the short term planning to provide a clearer indication of the next step of learning for three and four year old children
- the monitoring and evaluation of the quality of teaching.

What has improved since the last inspection?

Generally good progress has been made in addressing the two points for development identified at the last inspection.

Staff are using the stepping stones to record children's progress. The responsibility for this is currently placed with one of the supervisors. Two sessions are offered each day and children can attend either although, older children tend to come to the afternoon session. The same programme of activities are offered each session but are adapted to meet individual needs. Information from the assessment records is not being fully utilised within the planning.

A computer is available for children to access on a regular basis. Tape recorders are sometimes used with the children when playing sound lotto games. Further provision is limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are secure and have good self esteem developed through relationships established with the staff and each other. They are very confident and demonstrate a strong sense of belonging. They express their ideas and feelings through role play and initiate interactions with others. Children are independent, take initiatives and manage tasks appropriately. They can operate within their environment effectively through their routines and the self selection of resources made available to them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing very well. They use it effectively to express their feelings and imagined experiences through role play situations and when communicating with adults to develop their language for thinking. Children listen to stories and use their reading skills to identify familiar words. They are learning to link sounds to letters. Children have some opportunities to extend their skills of writing and are aware that writing can be used for other purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use number in everyday situations and can count reliably up to 10 and beyond. They enjoy singing number rhymes and counting activities and can recognise some numerals. Children are learning to use language to describe and compare shape, size and quantity through a range of practical activities. There are some opportunities for children to experience calculation and solve practical number problems but not on a regular basis and there is not enough challenge presented.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy many exciting opportunities to explore and investigate objects and materials using their senses. They acquire a sense of time and place through planned topics. They are learning about the cultures and beliefs of others through their involvement with Action Aid. Access to other forms of information and communication technology other than the computer is limited. Children build and construct using a range of construction kits and resources and produce large and small scale models.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children can handle a range of tools, materials and objects with increasing control including scissors, writing equipment and messy play resources. Children have a range of small equipment and some large equipment to use which encourages their physical development. Children are provided with opportunities to practise and refine their skills when they play outside. They move confidently, showing some awareness of space and others during games and activities such as music and movement.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children can express and communicate their ideas, thoughts and feelings using a wide range of materials and tools. They express their imagination through role play opportunities which are presented to them in a variety of ways. Media and materials are used and explored by the children in a broad range of art and craft activities. Many practical opportunities are provided for the children to respond to experiences using their senses with tasting foods, using feely bags and "smelly paints".

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

- continue to develop the use of assessment to inform future planning and provide appropriate challenge
- introduce a more rigorous system to monitor and evaluate the quality of teaching.

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.