



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 206103

DfES Number: 513352

INSPECTION DETAILS

Inspection Date 23/06/2004
Inspector Name Sharon Dickinson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Cottage Private Day Nursery (76 - 78 Bedford Street)
Setting Address 76-78 Bedford Street
 Derby
 Derbyshire
 DE22 3PD

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 Day Nursery opened in 1990. It operates from a large Victorian house and converted outbuildings in Derby. The setting serves the local area.

There are currently 102 children from 2 to 8 years on roll. This includes 37 funded 3-year-olds and 18 funded 4-year-olds. Children attend for a variety of sessions. The setting is able to provide care for children with special needs and those who speak English as an additional language. The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

16 part-time/full-time staff work with the children. 14 members of staff have early years qualifications to NVQ level 3. 2 staff are currently working towards a recognised early years qualification. Childcare students are placed in the nursery by local colleges. The setting receives support from a teacher from the Derby Early Years Development and Childcare Partnership (EYDCP). The setting receives funding for nursery education. The setting is currently working towards achieving the recognised quality assurance scheme 'Steps to Quality' and is a member of the National Day Nursery association (NDNA).

How good is the Day Care?

The Cottage Day Nursery provides good care for children. Children are well cared for and supported appropriately. The display of children's paintings and photographs create a warm and welcoming atmosphere for parents and children. There is a good selection of toys and resources to meet the needs of all children and provide a balanced curriculum. Children have easy access to the equipment and are interested in and want to play with what is available. Documentation is well organised and used effectively to underpin the successful management of the setting. There are however no written procedures in place for the safe conduct of outings.

The premises are safe and secure, resources are kept clean and well maintained however some areas are not adequately ventilated. Staff promote the importance of

good hygiene to children through daily routines. Staff have a good awareness of children's individual needs and ensure all children have access to the full range of activities. They work with parents and other professionals to share relevant information about children's individual care and learning needs. Children are provided with a healthy, nutritious and varied menu and their dietary and religious requirements are adhered to. Staff are aware of their responsibilities for the protection of children.

Staff create a relaxed and friendly environment helping children feel secure and confident, they have access to a good range of activities and resources that are stimulating, fun and help them make progress. They enjoy their play. Staff are interested in what children think, say and do. Staff observe children's progress and use this information to plan for the next steps of learning. Children's behaviour is well managed, good behaviour is valued and encouraged.

Good relationships with parents enables effective channels of communication. Staff maintain records containing important information about children's individual needs and progress, these are shared with parents.

What has improved since the last inspection?

All actions from last inspection have been addressed. A key worker system is in place allowing information to be effectively exchanged between home and nursery. The nursery environment is appropriate for children with special needs and staff liaise with relevant parties to ensure appropriate care is provided.

Policies are now in place for lost and uncollected children and staff have obtained copies of appropriate documentation relating to the protection of children, namely, Area Child Protection Committee (ACPC) procedures and up-dated guidance published by the Department of Health ensuring the safe and effective management of the provision.

What is being done well?

- Staff create a relaxed and friendly environment helping children feel secure and confident and develop interest and enjoyment in a varied range of child-chosen and adult-led activities. Staff talk and listen to children, helping them extend and express their ideas and thinking.
- A very good range of toys and equipment in good repair is provided; these are age appropriate, stimulating and fun. Children are well occupied, challenged and interested in their play.
- There are good procedures for health and safety. Staff maintain high standards of hygiene, raising children's awareness through encouraging good practice such as hand washing prior lunch and brushing teeth with older children.
- A varied menu is provided including foods that are healthy and nutritious. Children develop social skills and independence through positive mealtime procedures.

- Staff establish positive relationships with parents. They maintain good quality records containing important information about children's individual needs. Daily discussion between parents and staff backed up by written information sheets ensures effective communication.

What needs to be improved?

- ventilation within the main nursery
- procedures for the safe conduct of outings

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	Ensure areas used by children are adequately ventilated.
6	Devise and implement operational procedures for the safe conduct of outings.

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

How effective is the nursery education?

The Cottage Day Nursery provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal and social development, as well as their mathematical development and knowledge and understanding of the world is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals for all six areas of learning. Sessions are generally well balanced to provide opportunities for children to pursue their own interests as well as to take part in adult led activities, although 'everyday' activities are not planned effectively to cover areas of learning and provide challenge for more able children. Staff are enthusiastic and involve themselves in activities, they are friendly in their management of the children, offering appropriate positive comments to enhance self esteem. They have high expectations of behaviour and independence and interact well with the children to achieve these. Staff record children's progress and achievements regularly, however, assessment records are not effectively used to influence future planning and aid children's individual learning.

The leadership and management of the setting is very good. Management have clear aims and vision for the nursery. The setting has good systems in place for assessing its own strengths and weaknesses and is currently working towards a recognised quality assurance scheme. Staff development and training has a high priority, which helps to promote the improvement of care and education for all children.

The partnership with parents is very good. The setting provides comprehensive information to parents about the nursery and its educational provision. Parents are kept well informed of their children's progress staff spend time talking with them sharing information about their child's day and achievements.

What is being done well?

- Children are motivated and eager to learn. Staff show them that they are valued and successfully build their confidence and self-esteem by praising and encouraging their efforts, and giving them responsibility and the opportunity to make decisions for example at the self serve snack.
- Children have excellent opportunities to learn through first hand experiences such as trips to the farm and supermarket. They have opportunities to select from a wide range of equipment and materials and have access to a good variety of technology such as a computer, tape recorders and microwave.
- Children have access to a wide range of physical activities both inside and outdoors they are developing very good physical and co-ordination skills. The

excellent outdoor (under cover) facilities provide further opportunities for children to run and chase freely within natural surroundings.

- Creativity is fostered well. Children have daily opportunities to use their imagination within role-play and art and craft. Children draw on their own experiences as they play in the well-resourced home area, often with sensitive support from staff.
- Parents are kept well informed of their children's progress, they have opportunities to share and input into their child's assessment records via parents evenings which are generally well attended. Parents receive daily sheets, newsletters and topic sheets that include ideas and suggestions to extend their child's learning at home.

What needs to be improved?

- use of assessment to plan for next steps in children's learning and aid children's individual progress.
- planning for outdoor activities reflecting how this area helps children's progress towards the early learning goals.
- activities and play opportunities ensuring more able children are provided with appropriate challenge in relation to art and design, linking sounds to letters, rhyming and 'everyday' activities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. There are increased opportunities for children to move to music and explore sound. Regular movement sessions are planned and an extensive music trolley has been purchased including a wide variety of musical instruments for children to explore. Children have opportunities to listen to a broad range of music.

Mathematical skills are developed well through practical problem solving for example children help set up for lunch ensuring there are enough plates, cups and cutlery for children attending. The special needs policy has regard to the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs. There is an identified special educational needs co-ordinator (SENCO) who is responsible for implementing the policy and liaising with staff, parents and other relevant parties.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and purposeful in their play. They develop good relationships with adult carers and older children are developing friendships with peers. Children concentrate well and older children patiently take turns in games and share equipment. All children are learning appropriate ways to behave and to show respect for other. Staff build their confidence and self-esteem by praising and encouraging their efforts and giving them responsibility for example self-serve snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Speaking and listening skills are well fostered. Children are beginning to link sounds to letters although there are few planned opportunities to extend this for more able children. Writing materials are freely available and children are well motivated to write. They have many opportunities to practice their emerging writing skills for example, as part of role play. Some older children can write recognisable letters with younger children making good progress towards this.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count freely during many of the activities and some older children count beyond 10. They have opportunities to solve simple problems through practical activities such as setting up for lunch. Children sort, match and compare in many activities. They use simple mathematical language to describe shape, size and position at play. They observe patterns through practical activities such as tie dye and decorating Easter eggs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good sense of time and place and are able to talk about significant events and people in their lives. They are developing a sense of the world about them through topics and the roles that people play, and by learning about other cultures and beliefs. Their design and making skills are developed through a good range of construction activities. Children use technology to support their learning and have regular opportunities to access a computer.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have access to a wide range of physical activities inside and out of doors and are developing very good physical and co-ordination skills. Children are beginning to recognise the importance of staying healthy through topics and daily routines, for example brushing their teeth. They use a good range of tools and equipment indoors to develop fine hand-eye control, for example, using scissors, brushes, threading and jigsaws.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are developing their senses through planned activities such as fruit tasting and malleable play including sand, water, dough and shaving foam. Creativity is fostered well, however, some craft activities do not provide sufficient challenge for older and more able children. Children have daily opportunities to use their imagination. They are familiar with many songs and rhymes and join in with enthusiasm, and have regular opportunities to play instruments and move to music.

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

- Key issues:
- Ensure assessments are used effectively to plan for next steps in children's learning and aid children's individual progress.
- Develop planning for outdoor activities reflecting how this area helps children's progress towards the early learning goals.
- Ensure activities and play opportunities provide more able children with appropriate challenge in relation to art and design, linking sounds to letters and 'everyday' 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.