



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148607

DfES Number: 530293

### INSPECTION DETAILS

Inspection Date 13/10/2003  
Inspector Name Anne Jeanette Faithfull

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Holly Cottage Day Nursery  
Setting Address Heathlands Road  
Wokingham  
Berkshire  
RG40 3AP

### REGISTERED PROVIDER DETAILS

Name Ms Melissa Brant

## 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

Holly Cottage Nursery opened in September 1998. It is a private day care nursery in Wokingham. The nursery operates from five rooms in a large converted house with its own secure garden.

Holly Cottage accepts children between the ages of 6 months to 5 years, currently there are 84 children on roll. This includes 14 funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. The setting has systems in place to support children with special needs and those who speak English as an additional language.

The nursery opens Monday to Friday between 8.00 until 18.00, for 50 weeks of the year. Twenty-six staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The nursery receives support from a teacher and the Early Years Development and Childcare Partnership(EYDCP).

### How good is the Day Care?

Holly Cottage Day Nursery provides good quality care for children. Staff provide a warm, welcoming and secure environment for the children and their parents. Staff make effective use of the space both indoors and outdoors. The nursery plans their activities well, they ensure that all the children have access to a wide range of interesting, stimulating and exciting activities which include using the soft play area and joining in French music sessions.

The staff are very aware of children's safety both indoors and outside, most documentation is in place. They also take positive steps to promote health and hygiene with the children and provide good role models. Regular snacks are offered, a cooked meal is provided at lunchtime, mealtimes are a sociable occasions. Staff have a secure knowledge and understanding of the individual needs of the children attending, each child is valued and respected.

Staff have high expectations for good behaviour. Children are aware of this and respond positively. Staff are good role models and use praise and encouragement effectively throughout the day. The staff are aware of the of child protection procedures to follow.

The nursery has a very good partnership with parents. They share information, in a variety of ways including newsletters, parents notice boards and daily diaries. Parents are very pleased with the progress their children make and comment on how happy and secure their children are. All policies and procedures are in place.

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

This section is not applicable as the last visit was a transition inspection.

#### **What is being done well?**

- The activities and resources provided are suitable for all of the ages of children attending. The children have many opportunities to experience a variety of activities both indoors and outdoors.
- Staff provide a warm, welcoming secure environment for the children. Good procedures are in place to ensure the children are kept safe at all times.
- Staff are aware of each child's individual needs. All children are valued and respected.
- The staff have good relationships with the children and their parents. The staff make time at the beginning and end of the day to share information and any concerns.

#### **What needs to be improved?**

- the procedures for lost or uncollected children;
- the procedures for parents to make and complaint.

#### **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  |
|-----|---|
| 2   | ensure written procedures are in place for lost or uncollected children.                                  |
| 12  | ensure the complaints procedure contains the number of the regulator and is displayed for parents to see. |

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

### How effective is the nursery education?

Holly Cottage Day Nursery offers good quality nursery education, which helps children to make good progress towards the early learning goals.

Teaching is very good; staff use their knowledge of the early learning goals to ensure that children make very good progress in all areas. The children are confident, enthusiastic, happy and secure, they are eager to participate in a wide range of experiences and activities. Staff promote and develop the children's learning during planned and free choice activities, good use is made of the outdoor area to encourage children's development. Children are encouraged to be independent and to contribute to their own learning. Staff are effective in their use of questioning to encourage children's thinking. The children's behaviour is very good due to the high expectations and sensitive support of staff.

A planning and assessment system is in place and is used very well by all the staff to check and record children's progress. Staff participate in planning and verbally evaluate the activities provided, however written evaluation of planned activities is limited. There are currently no children in attendance with special needs or English as an additional language; however, systems are in place to support the children.

Leadership and management is very good. Staff work well together as a team to provide a well planned stimulating environment for the children. They contribute well to the running of the nursery. The manager and staff have a positive attitude to training and are receptive to new ideas.

Partnership with parents and carers is very good. They are informed of routines and plans via a notice board and a monthly newsletter informs them of the activities which have taken place. They share their observations about their child with the staff and regularly discuss the progress of their child.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, competent and interested in learning.
- Staff work well together to provide interesting and stimulating opportunities both indoors and outdoors.
- Children's communication skills are very good. They are confident in their interaction with staff and can express themselves well.
- Good relationships are in place with parents. They are well informed about daily activities and children's progress.

**What needs to be improved?**

- the written evaluation of planned activities.

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

The nursery has made good progress .

Children's work is now dated to show children's progress over time.

Partnerships have been developed further with parents to enable parents to inform the nursery of their child's developments outside of the nursery assessments.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children are confident, competent and can express themselves well, they are eager to participate in all activities. Relationships are very good and children show consideration and support for others. Children negotiate well with each other and have a clear understanding of right and wrong. They respond appropriately to high expectations for acceptable behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. Children communicate and listen well to each other visitors and staff. Children's contributions in show and tell time are encouraged and valued. Many of the children are beginning to recognise and write their own name. Activities provided foster language and literacy skills. Staff effectively make good use of open ended questioning to extend children's thinking and communication skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Staff use everyday situations to extend children's counting and number skills. Staff provide good opportunities through planned and practical activities such as the maths activity, which used fruit and vegetables to enable children to look at the patterns the seeds inside make. Good use is made of the outdoor area to extend children's understanding of shape, measure and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. Staff make effective use of circle time to draw on children's past and present events in their lives and the lives of others. Children are confident in their use of technology. Children have good opportunities to question why things happen and how things work. Good use is made of the outdoor area to encourage the children's design and making skills and to be aware of the local environment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. Through good planned and free choice use of the outdoor area children have the opportunity to develop an awareness of space and movement. Children are given the opportunity through a variety of different activities to effectively use both malleable materials and tools. Children are confident in their personal independence skills and show an awareness of basic hygiene.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children make very good progress in creative development. Children are able to express their ideas and feelings and to explore their senses through a wide range of activities. They are encouraged to use their imagination, good opportunities are provided for role play both indoor and outdoors. Children are introduced to a wide range of music and encouraged to sing songs and rhymes. They enjoy music and movement sessions. Children use a variety of materials to explore texture, shape and colour.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Record evaluations which take place on planned 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.*