

Broughton Cottage Day Nursery

Inspection report for early years provision

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Inspector ISP Inspection

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Broughton Cottage Day Nursery is one of three privately owned and managed nurseries. The setting is registered by Ofsted on the Early Years and Childcare Registers. It opened in 2002 and operates from five rooms in converted residential premises in Dunton Green, Sevenoaks, Kent. The setting is accessible with steps to two of the play areas. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm, 51 weeks of the year. A maximum of 27 children may attend the nursery at any one time. There are currently 60 children aged from three months to under five years on roll. The setting offers a Montessori approach to learning in conjunction with the Early Years Foundation Stage requirements. Children come from a wide catchment area. The nursery currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting offers care to children from five to eight years during school holiday periods. The nursery employs 10 members of staff. Of these, eight hold appropriate early years qualifications and two are working towards a qualification. The setting provides funded nursery education for three and four-year-olds and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The welfare and learning needs of the children are well supported through an effective key person system. All children are cared for in a safe, secure and stimulating play environment. The partnerships established with other professionals and parents help to ensure that children receive continuity of care. The provision's capacity to maintain continual improvement is good. The strengths and weaknesses of the setting are evaluated well with clear action plans in place to bring about improvement and continually promote effective outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the risk assessment covers anything with which a child may come into contact
- continue to develop the range of programmable toys available to children, including equipment involving information and communication technology, such as, computers.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Adults know and understand child protection and safeguarding issues and how to implement procedures. Training updates are maintained and a range of guidance is in place for swift access should this be necessary. Risk assessment does not currently include everything that a child could come into contact with, although the risk of accidental injury is greatly reduced through daily safety checks. The suitability of the staff team is closely monitored and recruitment and vetting procedures help to ensure that only those suitable to work with children are able to do so. These measures promote children's welfare effectively at all times. There is a strong commitment to driving improvement throughout the staff team. Everyone is involved in making the systems work and all previous recommendations from the last inspection have been met. This promotes clear improvements for the children attending. The group is not afraid to try new ideas to enable children to make good progress in their learning and development. For example, staff are currently monitoring room changes to improve the integration of different aged children. They help children to progress well in relation to their starting points. Staff training needs are included in the self-assessment processes, to promote effective outcomes for children. Equality and diversity practices are embedded throughout all areas of the provision. Planning ensures that every child has the opportunity to learn and progress at their own rate. Toys, resources and experiences that promote positive images of diversity help children to learn about differences between people in society. All children are able to access the experiences and resources provided. Self-evaluation is good and the Ofsted document is used well. The strengths and weaknesses of the provision are highlighted well with a clear action plan in place to implement any necessary improvements. The process includes the views of staff, parents, children and outside professionals. Future aims include monitoring new room layouts and developing children's experiences in relation to information, communication technology. The self-evaluation process clearly promotes effective outcomes for the children. Effective partnerships forged with external agencies and professionals help to ensure that every child gets the specific help they need. The setting works alongside teachers to help prepare children for transitions into school. The extent to which the setting engages with parents and carers is very good. For example, an effective range of information is mutually shared. Parents are involved and included in all aspects of their children's progress and feel well informed. They speak highly of the staff team and the commitment shown to them and their children. This helps to support children's care and learning effectively.

The quality and standards of the early years provision and outcomes for children

Children respond very well to the adults who care for them. Staff are approachable and friendly and competent at gaining and maintaining children's interest to help them learn and develop well. The quality of the learning environment is effective in helping children to make good progress. Resources are stimulating and children

enjoy good free-flow play opportunities. Children are happy and settled, moving around independently selecting their preferred activities. Older children are independent with self-help skills and engage with others to talk about their home news and interests. All children benefit from a good range of books and regular stories. They contribute eagerly to storylines and answer open questions about key themes. Environmental print helps to reinforce their early literacy skills. Babies enjoy mark making and communicating with their carers who acknowledge them with genuine interest and respond appropriately. This promotes their early communication and language skills. A good range of resources around the nursery enable children to solve problems and develop reasoning skills. Number concepts are integral to learning, for example as older children sing songs that involve using simple subtraction. Babies discover how interactive resources work, which helps to develop their early problem solving abilities. Children show a keen interest in construction activities. They eagerly describe what they are doing, for instance, as they build a 'super jet that screams' or towers and other models. They investigate and explore natural resources and concepts relating to animals and living things, helping to develop their knowledge of the world around them. Older children currently have limited access to a computer and similar resources, which limits opportunities for them to develop an early understanding of how to use programmable equipment. Outdoor play equipment promotes children's coordination and large muscle movements. Babies manipulate interactive toys as they push, pull and make connections regarding how things operate. All children have opportunities to be creative. For example, older children enjoy representing real life scenarios through role play. Babies and the younger children become delighted at singing and signing their favourite songs and playing along with musical instruments. General planning covers all areas of learning and the next steps needed in children's individual learning are also promoted well. Observational assessment clearly shows the progress children are making over time and any gaps that need to be incorporated into future planning. Regular assessments are shared with parents, promoting their involvement in children's progress. Children with special educational needs and those speaking English as an additional language are well cared for. Appropriate equipment is in place to ensure that all children have the same opportunities to learn and play. Overall, children enjoy a good range of planned activities and experiences, helping them learn and progress and acquire the skills necessary for their future learning and development. Children learn about safety issues, for example, as they practise the emergency evacuation procedure and understand the rules regarding accessing areas that are out of bounds. Children feel safe and demonstrate this through the warm contact they initiate with staff. Babies enjoy cuddles and close contact with their carers and show their contentment through the smiles and interactions. This means that all children enjoy a strong sense of security. Children's good health is well promoted within the nursery. Food is very carefully considered promoting healthy, balanced meal options. Children enjoy fresh fruit and vegetables, many of which come from the nursery garden. This helps them to learn about healthy eating at a young age. Effective health and hygiene policies help to reduce the risk of cross infection and promote good hygiene. Even babies are encouraged to wash their hands before meal times, helping to promote their early awareness of personal hygiene routines. Children are very respectful and polite to staff and one another. They are heard to say 'please' and 'thank you' at the appropriate times and staff are good role models. They provide a calm, exciting play environment in which the children learn

and develop are continually engaged. The setting has a homely feel which helps all children feel they belong. The behaviour management techniques help all children to develop good levels of self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met