

Garden Cottage Nursery

Inspection report for early years provision

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Inspector

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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

Garden Cottage Nursery is situated in a converted flint barn with two conservatory extensions. It is located in a rural hamlet, adjacent to Windlesham House School and serves a number of surrounding villages. It has fully enclosed outdoor play areas.

The nursery is registered to provide full day care for 44 children under five years and over two years. It is open each weekday during term time from 08:00 until 18:00. There are currently 76 children on roll. Of these, 38 receive funding for nursery education.

The nursery is privately owned and run by the proprietor, who has an appropriate level four qualification. She employs a nursery manager who is supported by nine members of staff. The majority of these hold appropriate early years qualifications. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is well organised and the staff team follow the passion of the provider as they show high levels of motivation in their work. Evaluation and reflection of the setting is robust and achieved at every level, allowing the staff and leaders to analyse what individuals and the setting does well. The leadership team has an accurate awareness of the strengths and areas of development within the setting and work with all staff as a strong team to bring about changes ensuring continued improvement within the setting. Highly effective partnerships between providers, parents and other agencies ensure children's individual needs are fully met.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to establish the new procedures for the identification of next steps in all areas of children's development towards the early learning goals

The effectiveness of leadership and management of the early years provision

Children are safe and secure and fully protected from harm. There is a comprehensive awareness of safeguarding amongst the senior staff in the setting and all other staff are very aware of the procedures they need to follow if they have a concern about a child's welfare. All staff attend training in this area to

reinforce their knowledge, although whilst awaiting availability on courses the provider uses her own unique questionnaires to establish staff's knowledge; which is then used as a starting point for group, in house training. The provider has clear procedures for the safe recruitment and induction of new staff and students, detailed check lists on individual staff files ensure all required checks are completed. Risk assessments across the nursery are completed by the management, staff and children. In addition to the daily checks that are in place and recorded on the wipe clean boards, each member of staff completes risk assessments and contributes their thoughts and ideas about any areas of risks. Staff ask children for their responses on the children's risk assessment as they encourage them to think about their own health and safety. For example, why do they need to wash their hands, what would you do if you smelt a fire or what do you do when you get in the car. Children's safety is paramount to the staff in the setting, they work collaboratively with the parents to ensure the continued safety of the children at collection times and strict procedures are in place if another adult is collecting.

The provider is highly motivated and totally committed to the nursery. She works closely with the manager as they offer themselves as excellent role models and inspire the staff team. Morale across the whole team is very high, staff are committed and enjoy their work. All staff, parents and children contribute their ideas to drive improvement within the setting. Like the child protection questionnaire, the provider has designed quite a unique questionnaire to aid staff in evaluating their practice to bring about improvements in their own performance and as a team for the good of the nursery. Parents comment on the approachability of staff members to make their suggestions, or alternatively they can take their ideas to representatives of the parent committee.

Children confidently show ownership of the nursery, most children know where things belong and can clearly follow instructions from staff members to find specific resources or move between the two base rooms. Staff deploy themselves effectively and have trust in each other allowing them to focus on the task in hand. Children have fantastic opportunities to become involved in high quality outside play as this is fully promoted and children are able to spend a lot of time outside in the garden and further afield as they make use of their natural surroundings. Resources within the setting fully promote all areas of children's learning, they become involved in selecting their resources from open shelving or helping staff choose different resources for table top activities. The recent addition of the sensory room offers all children an alternative place to play, relax and share in some small group time. The provider is totally committed to ensure accessibility of her nursery to everyone. Through initial and ongoing discussions with parents, staff have a strong awareness of individual needs of each child. There are excellent systems in place to support children with special educational needs. Key persons work closely with outside agencies and in conjunction with parents to ensure a holistic approach to the development of children on an individual level.

The setting is highly committed to working in partnership with not only the parents but also many outside agencies, the local community and organising and supporting charitable causes. Children learn to value and respect others as they understand about how others can be less fortunate than themselves through the

charitable work of the setting, for example through concerts in the summer and the current dressing up week. The excellent relations between the provider and many local schools has assisted parents when moving their children onto the next stage in their lives. On a daily basis, parents are able to communicate verbally with staff members about their children. Systems such as reading records allow two way dialogue between parents and staff members as they share their experiences. Parents are kept informed of the activities available on a daily basis and learn about and contribute to their children's development through the parent consultations with key persons. Information evenings are arranged for the parents which enable them to understand how children learn. Additionally parents can become involved in the parents committee. Through these and many other opportunities parents are fully encouraged to take an active role in their child's time in the setting.

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

Children are developing incredibly well and making significant gains in all areas of learning. This is mainly due to strong leadership in the quality of teaching which is role modeled by other staff members. Key persons have a very good understanding of the progress being made by individual children and areas they are helping them to progress in. All staff have a secure understanding of the Early Years Foundation Stage; the nursery manager is developing the confidence of some staff members and information and resources are used effectively to help staff understand how to help children progress in all areas of learning. Children's progress towards the early learning goals is being recorded within systems designed by the nursery and shared with the parents. These have recently been under review and staff are now establishing the current system to ensure next steps are identified for all areas of children's learning. Throughout the day children are very busy, well occupied and interested in what they are doing. They are independent in making choices about their play both inside and out of the nursery. Group times are used through the day as a coming together time where staff encourage children in their speaking skills and knowledge of numbers and extended vocabulary. Spanish speaking is introduced through these times as children use some simple Spanish phrases and numbers. The routine of the day allows for periods of rest for those that are there all day, the majority of the day is child initiated but with an appropriate balance of adult led activities, allowing children to achieve whilst enjoying their time in the setting.

All children enter the nursery and separate from their parents and carers with ease. Most children show how confident and secure they are as they wave goodbye to parents at the front door and make their own way to their base room. Children show they are comfortable with staff as they gain reassurance and can ask for help. As staff members arrive through the morning children show their delight and greet them enthusiastically. Through routines and play children know how to keep themselves and others safe. They take part in assessing risks throughout the nursery and clearly know the procedures they need to follow as they prepare to go for a walk. Games and activities within the garden promote

children's understanding of safety for example, when practicing road safety, equipping children with skills they will need for the future. All children show an excellent awareness of the importance of following good personal hygiene routines. They can independently visit the bathroom with staff ready to assist when needed. At meal times and when away from the setting, such as when having snacks during a walk, children use the antibacterial hand gel and know to rub this in well. Staff promote excellent hygiene procedures through the nursery day. With an emphasis on outdoor play most children spend the majority of their time in the fresh air whilst involved in purposeful play. The staff make excellent use of the facilities available to them as children access different areas of the garden spaces and venture further onto the safe areas of farmland. The children become involved in planting and tending to items in the vegetable plots which are used within the nursery menu. 'Coleen the courgette' was recently picked and taken along with other items from the harvest festival to a local setting. Children have also turned their raspberries into jellies and enjoyed other vegetables they have grown, helping them to develop a good sense of time.

Children are making huge strides in all areas of development but particularly so in their mathematical concepts and their emergent writing as this is promoted throughout the nursery both inside and out. Staff use innovative ways to consolidate what children know and extend their knowledge of numbers and shapes. For example, children enjoy the study of shapes and become aware of their surroundings as they identify different shapes. Younger children talk about the triangular shaped roofs but this is extended as some children know the cylindrical shape of the bins. All children have access to resources that promotes their understanding of technology. Younger children are able to use the binoculars and magnifying glasses as they role play on the jungle bus and look out for jungle animals. The children's progress in communication language and literacy is very strong. This is well supported throughout the nursery, children are becoming confident speakers in front of others at group time, share books with staff members and have many opportunities to practice emergent writing in various areas, such as in the creative and role play area and on clip boards whilst out on a walk. Younger children enjoy the phonics songs they share at group time and older and more able children are effectively challenged in this area as they practice their phonetics and develop their writing from initial letters to whole words. Children are able to effectively work independently using their own initiative about where they want to play as well as working successfully alongside their peers. Children collaborate as they join the train track together on the floor and through a small group activity, staff and children discuss the different modes of transport using the props and visual aids before recreating their own art work. Children show extremely high levels of confidence and self esteem and throughout the day the behaviour of all children is exceptional. Strategies are in place for the management of children's behavior such as the use of sand timers to help children share resources and take turns. Children take on responsibilities within the setting, for example, as they collect items from different base rooms, select resources to be out on table tops or become the special helper of the day, all in all this makes the children feel valued and enables them to make a positive contribution to the setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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