

Cots & Tots Private Day Nursery

Inspection report for early years provision

Unique reference number	316450
Inspection date	14/09/2010
Inspector	Sheila Loughlin
Setting address	Shawclough Primary School, Thrum Hall Lane, Rochdale, Lancashire, OL12 6DE
Telephone number	01706 656 260
Email	
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

Cots and Tots Private Day Nursery is privately owned. It opened in 1980 and operates from part of Shawclough Primary School, Rochdale. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 7.45am to 5.30pm for 51 weeks of the year. All children have access to an enclosed play area.

There are currently 55 children on roll aged from four months to under eight years. Of these, 47 are in the early years age group of which 16 are in receipt of funding for nursery education. The nursery supports children with special educational and/or disabilities and also supports children who speak English as an additional language. There is a before- and after-school facility which accommodates older siblings of children attending the nursery.

The nursery employs 12 members of staff. Of these, seven are qualified to level 3 and of these one is working towards an Early Years Foundation Degree, and four hold a recognised level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a welcoming setting in which children of all ages are happy and content. They make good progress in their overall learning and development. The staff work well as a team and have a good understanding of the Early Years Foundation Stage Framework. Practice is inclusive and recent improvements in planning give children more opportunities to initiate their own learning. The setting is led by an experienced manager who seeks to continually improve the provision. Parents are confident that their children are well cared for and that their individual needs are met.

What steps need to be taken to improve provision further?

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

- consider ways of developing a two way flow of information with parents about their children's learning and development and ensure they have access to complete versions of all policies and procedures
- improve access to the outdoor area so that children of all ages receive maximum opportunities for learning through outdoor play
- organise the deployment of staff to meet the individual needs of all children at all times.

The effectiveness of leadership and management of the early years provision

Robust action is taken to safeguard children. All staff have been vetted as suitable persons. Records, policies and procedures to ensure the efficient management of the setting are in place. Although a summary of the safeguarding policy is included in the welcome pack for parents and carers, the full policy has not yet been made readily available to them. Staff are well trained in child protection procedures and confident about what to do should they have any concerns. Risk assessments for the setting are in place and daily checks are also carried out. Two staff are qualified to provide paediatric first aid. Nearly all staff have relevant early years qualifications and have received recent training in related areas.

The adult to child ratio requirements are met. However, staffing arrangements are not consistently organised to meet the needs of the youngest children at the start of the day. The manager has identified appropriate areas for future improvement including a timetable for outdoor play, the renewal of some resources and refurbishment after recent building work. All recommendations arising from the last inspection have been suitably addressed.

Children are eager to attend and parents say they are disappointed if they cannot. Parents are generally encouraged to discuss their child's learning and development although not all parents take advantage of the general offer. Partnerships with external agencies are good and ensure effective support for children with special educational needs and/or disabilities.

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

The day begins calmly and quietly as children of all ages are welcomed, registered and settled down for breakfast or play activities. Children are very familiar with the routines and feel secure and cared for. Staff are kind, friendly and welcoming and know the children and their families well. The setting has both indoor and outdoor play areas, which provide safe opportunities for independent play, challenge and exercise. However, access to the outdoor area is not currently organised in a way that maximises children's access to learning through outdoor play.

Babies have access to interesting floor-level activities, which are well planned to provide stimulation and interest. Staff know the stages of early development well. They are therefore quick to intervene if a child becomes frustrated and quick to celebrate and praise even small advances in progress. Staff talk continually to the babies and encourage a response. Older children play happily and independently and can sustain attention for considerable periods of time with little adult intervention.

Behaviour is very good. Children who have upset another child are encouraged to 'hug them better'. Creative play is encouraged through activities such as role play, construction, cutting and sticking, painting and printing. Children use the

opportunities available to develop early reading, writing and information and communication technology skills. A quiet area is provided for reading with books chosen to engage and interest. The children delight in singing songs with adults, joining in enthusiastically with the actions. Children are given good opportunities to reflect on the customs of children from cultures different from their own; for example, through role play and celebration of festivals such as Eid.

Children are enabled to play, learn and eat together in an inclusive, tolerant and caring environment. Staff's observations and assessments are recorded within the children's individual development books and give a good indication of their progress and achievements. All children have a key worker who supports and develops a close relationship with them.

Staff are vigilant about children's safety. Records of accidents and complaints are accurately kept and shared with parents. Children develop good hygiene routines and are encouraged to wash their hands after using the toilet and before eating. Healthy options at meal times include soups, stews and fruit. Vegetables are often 'hidden' within the meal to make them more attractive to the children and encourage them to eat them. Staff liaise with the local authority's Early Years Special Educational Needs Service and early years advisory staff and this positively supports them in meeting the needs of each child.

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