

Keepers Cottage Day Nursery

Inspection report for early years provision

Unique reference number	EY280321
Inspection date	24/02/2011
Inspector	Melanie Arnold

Setting address	Keepers Cottage Day Nursery, North Luffenham Road, STAMFORD, Lincolnshire, PE9 3UT
Telephone number	01780 721880
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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

Keepers Cottage Day Nursery registered in 2004 and is run by Climbing High Nurseries Limited. It operates from a converted bungalow in Ketton, Stamford. The nursery is accessible to all children and there are a number of secure, enclosed outdoor play spaces for children to use.

The nursery opens Monday to Friday from 7.45am to 6.00pm all year round, with the exception of Bank Holidays. Children are able to attend for a variety of sessions. A maximum of 64 children under eight years may attend the nursery at any one time and there are currently 120 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of child care staff. Of these, nine hold a childcare qualification at Level 3; three hold a childcare qualification at Level 4; two staff hold a Foundation Stage Degree in Early Years; and one member of staff is working towards a qualification at Level 6.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The dedicated, caring staff team provide excellent standards of care and learning to ensure the inclusion of all children. This results in all children reaching their full potential. Children's individual needs are fully respected and continually met through highly effective partnership working. Utmost priority is given to ensuring the promotion of children's welfare, with robust procedures in place to safeguard children from potential harm. The nursery has continued to develop their service, identifying and making continuous improvements through the highly effective process of self-evaluation.

What steps need to be taken to improve provision further?

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

- ensuring the use of highly effective language and questioning techniques is embedded in staff's practice throughout the nursery
- increasing opportunities for children to develop greater independence at meal times and during handwashing practices.

The effectiveness of leadership and management of the early years provision

The excellent organisation of space and resources throughout the nursery, creates an accessible, welcoming environment where all children learn through play. Children show a strong sense of security and feel safe within the nursery. Their health and safety is fully protected through the nurseries highly comprehensive systems. For example, deployment of staff is very effective, ensuring the constant supervision of children and potential hazards are identified and minimised through robust risk assessment procedures. Staff throughout the nursery have a secure knowledge of child protection, which further safeguards children from potential harm. Children are extremely happy and they make excellent progress as staff provide them with an extensive range of adult-led and child-initiated play experiences delivered through indoor and outdoor play.

Utmost priority is given to ensuring that all children are fully integrated into the nursery. Children's individual needs are exceptionally well met through highly effective partnership working with parents, carers, external agencies and other providers. Staff develop an exceptional knowledge of each child's backgrounds and beliefs, which enables them to fully value each child as a unique individual. This results in every child making effective progress from their specific starting points. Parents and carers are continually kept well informed about the provision and their children's achievements, well-being and development through the nursery's exemplary procedures. For example, through the use of digital photograph frames within each room, parents see first-hand the range of activities and experiences their children participate in. Parents comment very positively about the nursery, stating their children receive an excellent, personalised standard of care. Staff also work very well with other providers and agencies. They develop clear communication channels between all parties involved with the child, which significantly enhances children's care, learning and development.

Exemplary leadership and management creates a strong, dedicated staff team where everyone works effectively together to create an inclusive environment for all children. All necessary records and documents are in place and maintained accurately. Documents and records are stored securely, reviewed diligently and used effectively by the qualified, highly skilled staff team to provide an excellent framework for the care of children. The manager and staff are motivated and they have high aspirations for future development. A comprehensive, rigorous system of self-evaluation is used to monitor practice in all areas, resulting in the clear identification of targets for further improvement. This helps the nursery to maintain an outstanding provision.

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

Children are very content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Their health and safety is fully protected and promoted through the nurseries robust policies and procedures. For

example, highly effective hygiene routines minimise the risk of the spread of infection and the vigilant staff team protect children from potential harm. Children engage in a wide range of physical play activities both inside and outside, which develops their skills and promotes their well-being. For example, in preparation for school, older children learn how to independently change into their sports kit during weekly physical activity sessions. From a young age children develop good handwashing practices as part of the daily routine and all children benefit from nutritious meals and snacks, which meet their dietary requirements. Their awareness of healthy eating is very well promoted through the provision of healthy food and because they also help to plant and grow their own vegetables. Staff plan to continually develop younger children's independence with health care routines and older children's independence with regarding to serving their own meals, to further enhance their experiences. Children's awareness of safety issues is very well promoted through an interesting range of hands-on learning experiences and regular events. For example, when using scissors children learn how to use them correctly and safely, protecting not only themselves but others too. Visits by the police, army medics and fire brigade significantly enhance children's learning by providing them with quality first-hand experiences that promote their natural curiosity as learners.

Children are developing into confident, self-assured individuals because staff act as positive role models. Their good behaviour is attributed to the stimulating environment, where they have great fun participating in a wide range of play experiences. Toys and resources are effectively organised inside and outside, with the indoor and outdoor environments linked to provide all children with free access to both areas. Children's care and learning is significantly enhanced through staff engaging in play with them. Children play co-operatively and wait patiently for their turn during activities. They respect and value everyone as an individual and learn about differences and diversity through their play and an interesting range of planned activities.

Children make excellent progress in their learning and development. Highly effective individualised planning, observation and assessment systems are used to monitor children's progress and to identify and plan for their next steps for learning. This ensures children's progress is effectively promoted in all areas of learning. Parents are actively encouraged to contribute to their children's learning and development. For example, parents record older children's achievements from home and bring them into the nursery and fasten them to the 'achievement tree'. Staff share these achievements with the whole group before attaching them to the child's observational file. The extensive support systems developed with outside agencies and parents ensure children with special educational needs and/or disabilities receive targeted support where needed. Bilingual children and those with English as an additional language are fully integrated into the nursery. Words from children's home language are displayed purposefully around the room, enabling all children to use them in their play. This enables every child to reach their full potential.

Children show exceptionally good levels of independence, curiosity and imagination as they enjoy participating in an interesting, stimulating range of play experiences planned in line with their interests and developmental needs. All children, including

babies, are beginning to develop excellent early skills. They explore their surroundings with increasing interest, becoming active and inquisitive learners. Children's learning is significantly enhanced by a skilled staff team, who continually chat and question children as they play. The nursery plans to ensure all staff are fully confident with this approach so that it is truly embedded in practice throughout the nursery. Babies enjoy listening to stories because staff use expressive language, which engages their interest in the story. Whereas older children are challenged during storytelling activities, as they are encouraged to recall familiar aspects of stories and to answer questions about what is going on. All children participate in an exciting range of creative and messy play experiences, which often incorporate mark-making experiences. For example, during table painting, babies explore the texture and feel of paint as they move it around the table creating patterns and marks with their fingers. Older children enjoy writing in their own note books, giving meaning to their marks. Opportunities to write and to draw are also accessible in the outdoor environment. Children develop their awareness of rhyming words through fun, interactive games. Their understanding of numbers and counting are very well promoted through staff creating learning experiences during everyday events. For example, when putting children's shoes on, or putting plates and cups down on the table, staff naturally begin to count with the children. Baking activities provide opportunities for children to weigh and count ingredients out. Children show skill as they freely access the computer, completing various programmes with minimal support. Children's exploration and investigation skills are very well promoted through daily outside play experiences. For example, children have great fun digging in the outside digging pit and they enjoy collecting leaves and sticks in the wooded outdoor area to make collage pictures with.

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

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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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