

The Garden Cottage Nursery

Inspection report for early years provision

Unique reference number	EY271444
Inspection date	18/03/2011
Inspector	Jenny Howell

Setting address	Church Road, Boreham, Chelmsford, Essex, CM3 3EB
------------------------	--

Telephone number	01245 461649
-------------------------	--------------

Email	
--------------	--

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Garden Cottage Nursery opened under the current owner in 2003. It operates from a purpose-built building situated in the centre of Boreham, Essex. The nursery is open each weekday from 9am to 12 noon and 12.15pm to 3.15pm on Tuesday and Thursday, during term time only. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the Compulsory Childcare Register. A maximum of 16 children may attend the nursery at any one time. There are currently 40 children aged from two to under five years on roll. Children come from both the local and wider area. The nursery currently supports a small number of children with learning difficulties or disabilities. The nursery employs six staff. Two of the staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The individual needs of all children are met, allowing them to make good progress towards the early learning goals. Effective systems are in place to support all children and to promote their safety and welfare. Good relationships are developed with parents. Some links are in place with other professionals in order to meet children's individual needs. A system of self-evaluation is in place, though this is not yet fully developed.

What steps need to be taken to improve provision further?

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

- ensure that half of all staff hold a full and relevant level 2 qualification
- improve the system of reflective practice and self-evaluation to identify the nursery's strengths and priorities for development that will improve the quality of provision for all children
- ensure that recruitment records contain the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained
- establish and maintain a regular two-way flow of information between providers where children also attend other settings.

The effectiveness of leadership and management of the early years provision

Most procedures are in place in order to safeguard children. Daily records such as the register and accident log are in place in order to protect children and to support the efficient management of the nursery. Staff working with children are experienced and attend additional training in order to develop their skills. However,

the nursery does not currently meet the minimum legal requirements for staff qualifications. An effective recruitment and induction procedure is in place in order to ensure that staff have the skills and knowledge in order to work with children. All staff undergo checks through the Criminal Records Bureau and the manager ensures that she has seen these before staff start working with children. However, records to demonstrate this have not been maintained in line with legal requirements.

Appropriate action has been taken to address the issues raised at the last inspection. This has brought about improvements to safety in the garden, the quality of activities and the way in which information on children's development is shared with parents. A simple self-evaluation is in the early stages of development. However, this does not yet identify the impact that the nursery has on children or any priorities for development. As a result, of this continuous development is not fully supported.

Very good relationships are developed with parents. Effective methods of communication ensure that parents are kept up-to-date with the topics and activities which are being delivered by staff. Parents are able to talk to staff on a daily basis and children's development records are available to view at any time. In addition to this, parents are invited to open days, where they are able to talk on a more formal basis with staff about their child's progress. Parents comment that they feel well informed about their children and that they find staff friendly and approachable.

Staff make good use of links with other professionals, such as the local special needs advisor or speech therapist, in order to support children's individual needs. Good links are maintained with the local school in order to support children when they make the transition to primary school. Staff are aware when children also attend other settings. However, they have not yet developed links with these and as a result are unable to maintain a regular exchange of information.

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

Staff are effective in supporting learning and development, both through their interactions with children and through the organisation of the learning environment. Good use is made of the available space in order to promote development in all areas of learning. Varied and stimulating activities are provided, both indoors and outdoors, in order to motivate and engage children. Good quality observations and assessments of what children can do are used in order to support staff in planning for the needs of individual children. As a result of this, all children are able to make good progress in all areas of learning. The organisation of the nursery ensures that children have free access to activities. This allows children to lead their own play and to develop as engaged and active learners.

Children enjoy their learning and make very good progress towards the early learning goals. They take delight in their achievements and are confident to share their ideas and experiences with others. They feel safe and secure with staff,

approaching them for help and enjoying a cuddle when they feel upset. Children understand the simple rules which are in place to protect them. They know not to run when indoors and are able to handle tools, such as scissors, correctly. Children's understanding of safety is enhanced through special topics and by visitors such as the police or fire service.

Children's progress in communicating is developing well. They have meaningful opportunities to make marks and develop early writing skills, for example, by making appointments for the role play hairdresser. Children are developing confidence in talking to others as they tell staff and children about the items they have brought into the nursery. They have regular access to the computer, both to develop information and communication technology skills, as well as to learn through various educational programs.

Children are well supported in adopting good personal hygiene routines. They understand the reasons for washing their hands before eating and after using the toilet. Staff support children in this through simple reminders and through the use of photographs illustrating hand washing. Children enjoy regular opportunities to exercise, both indoors and outside. This allows them to develop an understanding of the benefits of physical activity. Healthy snacks are provided daily and children have free access to fresh drinking water at all times.

Children's behaviour is good. They enjoy participating in nursery activities and are developing a good understanding of how to share and take turns. Children respond well to staff and are able to take on simple responsibilities, such as helping to tidy up. Children demonstrate respect towards others and are beginning to gain an understanding of diversity through the activities and experiences provided at the nursery.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----