

Stonewell Cottage Day Nursery

Inspection report for early years provision

Unique reference number	220109
Inspection date	16/05/2011
Inspector	Hazel White
Setting address	14 Church Hill, Moulton, Northampton, Northamptonshire, NN3 7SW
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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

Stonewell Cottage day Nursery is privately owned and was registered in 1993. The setting operates from a converted cottage in the Moulton area of Northamptonshire. Moulton is a small village offering several local amenities.

The nursery opens Monday to Friday all year round with the exception of bank holidays and a week at Christmas. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. They serve the local and surrounding areas and have strong links with the school. There is a fully enclosed area available for outdoor play.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 38 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 61 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. They support children with special educational needs and/or disabilities.

The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications, two of whom are to level 5. In addition two staff are commencing training. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the friendly environment of this village nursery. Space and resources are used very effectively. Children become involved in a wide range of activities and experiences that help them make good progress in their learning and development. A key person system is in place to ensure that children's individual welfare needs are known and met. Excellent relationships are forged with parents and this ensures there is a shared understanding and continuity about children's needs. There are secure systems for sharing information with other professionals. The majority of records are maintained well. Systems to evaluate and improve practice are secure and the nursery demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review the existing system for recording the outcome of child protection concerns
- develop further children's preferences during meal times whilst continuing to

help them understand why some choices are healthier than others.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have a secure knowledge of possible signs of abuse and the procedures to follow if they have concerns about a child in their care. The designated person has attended appropriate training and has systems in place for recording any incidents. However, these systems are not fully effective because they do not clearly state the outcome of concerns raised. Robust employment procedures are in place to ensure that children receive care from staff who have undergone the required suitability checks. Children use premises that are safe and secure and they are supervised well at all times. Rigorous daily safety checks are completed and recorded and written risk assessments are in place for all areas.

The environment is safe, well maintained and conducive to children's learning. The premises are organised exceptionally well to ensure that the use of rooms, equipment and resources are maximised. As a result children play and rest in safety and comfort. Staff deployment is highly effective which means that children are very well supervised and effectively supported to make good progress in their learning and development. Relationships with parents are exemplary. Staff are very aware of the value of working alongside parents and regularly exchange information about individual children and this helps to ensure consistency of care. Parents receive regular newsletters and view the array of information displayed on notice boards and walls throughout the nursery. They are actively encouraged to become engaged in nursery life. For example, getting to know the child and parent sessions prior to the child starting, through daily communication books, formal and informal discussions, stay and play sessions, planned parents' evenings, parent questionnaires and parent-home observations. Parents interviewed during the inspection speak highly of the setting. They praise the care of the children, the range of activities provided and the friendliness and approachability of the staff.

Children who will be transferring to the local primary school benefit from the close links with the school and enjoy opportunities to meet their future teachers. In addition, the nursery has established partnership working with health professionals. They work collectively to ensure that children of all abilities receive support tailored to their individual needs. The nursery is committed to equality and diversity and help to ensure that all children can fully partake in activities and can make good progress given their capabilities and starting points.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who continually strive to make the nursery attractive and welcoming to all. Inclusive practice is evident throughout the nursery. Regular communication between staff and management means that good practice is actively encouraged and shared. Staff have access to various training courses which effectively promote their personal and professional development. Management successfully lead and encourage a culture of reflective practice. All recommendations raised at the setting's last inspection have been

addressed. A named deputy has been appointed, the behaviour management policy has been reviewed and resources to help children learn about the cultures and beliefs of others have been increased. The manager is still developing this area to fully enhance children's understanding of diversity and ways of achieving this are on the agenda to be discussed at the next staff meeting. Consequently outcomes for children have improved as a result. New targets for the future have been identified and various action plans devised.

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

Children are having fun and progressing well because they are happy and secure. Staff observe children on a regular basis and use what they see and know to help assess each child's progress and to plan for the next steps in their learning. They understand how children learn and develop and carefully consider the different needs of individual children when planning experiences. Each child has a learning journal that contains examples of their artwork, some photographs and their observations and assessment records. These help to build up a picture of their time at nursery and are maintained by children's key workers.

Staff plan a wide range of experiences based on their individual needs and interests. For example, children's interest in dinosaurs resulted in them engaging in lots of imaginary play. During their play, some staff skilfully encouraged the children to talk about the features of the different dinosaurs and compare colour and size. They counted how many feet they had got and considered whether or not all dinosaurs had the same amount. Children also take pleasure in acting out familiar experiences. For example, the role play area is currently set up as a hairdresser. Children pretend to wash dolls hair with shampoo and accept hair appointments over the telephone. They record the customer's names in a book. This supports their fantasy play well and increases their understanding that they can write for a purpose.

Babies have access to a wide range of resources including water and messy play, helping to develop their physical and intellectual skills. They have a great time dabbing paint loaded sponges on to paper and squeezing the paint through their hands. Staff have taken time and effort developing a stimulating environment. For example, they have started to create treasure baskets and by introducing heuristic play babies use their senses and explore different textures. In addition babies have access to a sensory room. Staff directly supervise young children when they sleep to help ensure their safety. They have a separate cot room so that they are able to sleep comfortably without interruption.

Positive steps are taken to promote children's good health and well-being. They engage in lots of physical activity and hygiene routines are routinely reinforced through discussion and everyday practice. The outdoor area is used by all the children on a daily basis and there is a range of equipment to encourage their all-round physical skills. Children ride bikes, discover nature and generally run around

and expell energy. The nursery has identified the garden as something they would like to improve in order to maximise the younger children's enjoyment.

Meals and snacks are healthy and nutritious. Food is freshly prepared on the premises and the menu is varied and well balanced. Meal times are social occasions and more able children are encouraged to serve their own food. However although staff encourage children to eat healthily they do not fully consider their preferences. Drinking water is readily available throughout the day to keep children hydrated.

Children enjoy easy access to a variety of resources and experiences that help them to develop a positive self-image and a knowledge and understanding of the wider community. They explore similarities and differences in meaningful ways. For example through good use of books and picture cards. They also celebrate some major festivals and special days such as Saints days, Chinese new Year and Christmas. Children's understanding of safety is demonstrated through their play and communication. For example, they know that they must not run inside because they might fall and hurt themselves or others. Staff offer gentle reminders when necessary and teach children to share and take turns. Children behave well and are confident and self-assured. This is because staff use a range of positive strategies to manage their behaviour. Good behaviour, effort and achievement are acknowledged and rewarded. As a result children have good 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	1
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	1

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