

# The Cottage Private Day Nursery

Inspection report for early years provision

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**Inspection date** 26/05/2011  
**Inspector** Christine Armstrong

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

The Cottage Private Day Nursery opened in 1990. It operates from nine rooms in a residential property and converted outbuildings in Derby. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 68 children may attend the nursery at any one time. There are currently 105 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. The nursery provides funded early education for three-and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 15 members of childcare staff, all of whom hold appropriate early years qualifications. The setting also employs a cook, kitchen assistant, nursery janitor and nursery deputy and manager. The nursery manager has obtained Early Years Professional Status. The setting receives support from the local authority. The setting has achieved a recognised quality assurance scheme 'Steps to Quality' and is a member of the National Day Nursery Association (NDNA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children receive outstanding support to play a dynamic role in their learning which enables them to make significant gains in their development. Outstanding partnerships between parents and others ensure all children are fully included and achieving as much as they can. Robust policies and procedures are regularly reviewed and implemented consistently to protect and promote the safety and welfare of all children. Extensive monitoring and analysis, self-challenge and a shared passion to provide the very best ensures this setting is continually improving outcomes for children.

## What steps need to be taken to improve provision further?

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

- enhancing the opportunities for parents to contribute further to their child's ongoing assessment of learning.

## **The effectiveness of leadership and management of the early years provision**

This setting has exemplary policies, strategies and procedures in place to ensure the safeguarding and welfare of children. For example, children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. Robust procedures are in place to ensure ongoing suitability of staff. A comprehensive in and out house training programme is ongoing and ensures that all staff members have a comprehensive understanding of what to do if they are worried a child is being abused. Parents are fully informed of all safeguarding procedures through detailed written policies and procedures and discussion. This helps to further safeguard children's welfare. Children are cared for in a safe and secure environment. All staff members are vigilant about children's safety. They provide high levels of supervision and place high emphasis on supporting children to understand safety issues. Comprehensive risk assessments are carried out for the indoor and outdoor areas and all activities and outings. Meticulous arrangements are in place to support children's good health and minimise cross infection. For example, staff members wear disposable gloves and aprons when serving food and managing children's personal needs. This significantly reduces the potential of cross-infection to ensure children's good health is protected.

This setting has an exemplary understanding of excellent early years practice and a passionate commitment to improving equality and inclusion for all children and families. There is exceptional focus given to monitoring the progress of individual and groups of children. This ensures each child, including those for whom English is an additional language receive outstanding support to achieve as much as they can. Ongoing professional training opportunities for all staff members are exceptional and significantly contribute to the quality of care and teaching children receive. Inspirational focus is given to seeking, valuing and responding to children's views. For example, during dinnertime each child is invited to talk about their experiences during the morning. This information is captured and used to help children to share their experiences with their parents. It is also used to identify and celebrate children's achievements and extend favourite activities and review activities that did not attract children's attention. Partnerships with parents are outstanding and significantly contribute to improving outcomes for children. Effective strategies are in place to actively seek, value and responded to parents wishes, views and suggestions. Regular questionnaires are sent to parents and responses are analysed and used to enhance the provision and outcomes for children. For example, in response to parent's wishes the setting took steps to improve further the variety of healthy foods. When children progress through the setting and move rooms, time is set aside for parents to meet their child's new key person and become familiar with the new room. This time is effectively captured by staff members to respond to any requests about the precise ways parents can support their child's learning across different areas. An abundance of information is made available to parents that effectively includes and informs them about every aspect of the setting and their child's learning. Ongoing strategies are being developed to provide as many diverse opportunities for parents to actively contribute to their child's ongoing assessment of learning. This includes parents completing 'who am I' sheets and observation sheets from home, although, the

setting is striving to identify further opportunities to capture this information. External agencies and services are sought and used exceedingly well to ensure each child gets the support they need to make as much progress as they can.

Exceptional outcomes for children are clearly attributed to the outstanding use and provision of resources and highly effective deployment of staff members. For example, a buddy key person system is effective in ensuring that even when a child's key person is not present each child continue to receive care and support from a person who is fully familiar with their needs. At dinnertime key persons are able to sit with their group of children and concentrate on their needs as a dinnertime helper is available to undertake any supporting tasks. Innovative and inspirational resources both indoors and outdoors are used exceptionally well to continually capture opportunities to extend children's learning. Family display boards in each area help to promote strong links between home and a strong sense of belonging for children and their families. The rich range of positive images of diversity in the setting provides a clear message that every child and their family are welcome.

The owner's and manager's passion and drive to secure improvements is reflected through all staff members. As a result, the setting has exceptional capacity to maintain continuous improvements. Self-evaluation is rigorous and takes into account their views of children, parents, staff members and outside agencies. Self-reflection is embedded and includes peer appraisals and high quality training opportunities. A culture of finding ways to continually improve significantly contributes to this setting offering a fully inclusive and innovative service to children and their families.

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

Children make consistently good and often excellent progress in their development, taking into account their starting points and capabilities. The manager has obtained Early Years Professional Status and as a result, teaching in the setting is rooted in expert knowledge of the learning and development requirements. All members of staff demonstrate they have a full understanding of how children learn and progress. Exemplary systems and partnerships are in place and ensure each and every child receives enjoyable and challenging developmental experiences that are tailored to meet their individual needs. For example, exceptional systems are in place to ensure daily insightful observations are made of each child. Excellent use is made of this information to monitor children's progress, provide information for parents and to inform planning of the environment and activities.

Children make significant gains in their learning. They are effectively supported to become extremely confident, motivated and active learners through high quality teaching methods and an exceptionally stimulating learning environment. Indoors and outdoors the setting's innovative and inspirational use of resources provides exceptional opportunities for children to learn and become independent. For example, the sensory area in the outdoor learning environment includes a sound

system. This is used to create different atmospheric sounds, including wind and rain and classical music. The lighted water feature, reflective materials and other rich sensory experiences are used to inspire children to use all their senses to explore and experiment. Staff members are on-hand to model investigative language and support children to investigate. As a result, children develop language to express what they feel, see and hear. Indoors the pre-school area has a dedicated craft room where an abundance of resources are readily accessible to children who create and make as they wish. In the playrooms for children aged two to three years, children move freely between rooms and access an abundance of natural and everyday materials in treasure baskets including metal items, brushes and spoons. Staff members are on-hand and expertly capture children's interest in concepts of more and less as they fill water containers. Indoors and outdoors children are busy and occupied, often engaged in imaginative play using the fantastic range of small world resources. Staff members are particularly receptive to children sharing their experiences from home and pay wonderful attention to ensure small world resources are available to reflect these. This enables children to engage in imaginative play based on their first hand experiences.

Children develop exceptional control over their bodies and understanding of the benefits of exercise as they take part in activities in the indoor gym using child size gym equipment and taking part in yoga sessions. In the indoor soft play area children demonstrate amazing agility as they navigate their way around the labyrinth of obstacles. Children enjoy free access to the magnificent outdoor areas where their physical skills are continually challenged within an extremely safe environment. Members of staff are on-hand to encourage children to challenge themselves with any support they feel they need. They balance on single wooden beams and steps and they climb up the climbing wall. Children clearly find being outdoors the best. They often choose to play under the wonderful clock house covered play area or go under cover in the combat shelter or wig whams. Some children put on the available waterproof clothes and use umbrellas and continue to play in the open.

Children's skills for the future are supported exceptionally well. Staff members receive ongoing high quality training which ensures they are highly skilled in supporting children's interest in books, letters and sounds and communication skills. For example, staff members use children's favourite toys to capture their interest and participation in story telling and looking at books. They have reviewed group story times to ensure children are not too tired or hungry to be able to concentrate. A giant sized wooden story chair is a main feature of the outdoor area. It is under large overhanging trees with benches all around providing an enchanting area for children to sit and listen to stories. Exceptionally well planned adult led sessions inspire children to become extremely interested in the sounds letters made. For example, children look in mirrors to see the shape their lips make and what happens to their tongues as they make the sounds of letters. Through daily tasks and play children are supported to mark make and recognise that print carries meaning. Children make their mark in the daily register and when they talk about going shopping staff members write a list of the things the children say they are going to buy. Some children recognise and write simple words. Throughout activities staff members encourage children to solve simple problems and take an

interest in counting and number. At all times children show high levels of enthusiasm and engagement. Their behaviour is exemplary and their level of concern for others is high. Consequently in all areas of the setting the environment is harmonious with children sharing and taking turns and working co-operatively together and alongside each other.



## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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