

Painters Cottage Day Nursery

Inspection report for early years provision

Unique reference number EY266486
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Inspector Diane Hancock

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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

Painters Cottage Day Care Nursery and Pre-School Centre opened 2003 and operates over two floors in a converted house. All children share access to a secure enclosed outdoor play area. It is situated in Kempsey, a village on the outskirts of Worcester City.

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 42 children may attend the nursery at any one time. The nursery is also registered on the compulsory and voluntary part of the childcare Register. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

There are currently 83 children on roll. Of these, 41 children receive funding for early education. Children come from the local area and attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities.

The nursery employs 15 members of childcare staff. Of these, one has an Early Years Professional Status, two have Qualified Teacher Status, two hold a foundation degree in early years and eight staff have an appropriate NVQ level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have a wonderful time in this vibrant, friendly nursery. Children make excellent progress because staff use the superb range of indoor and outdoor resources very effectively to plan and provide excellent learning opportunities for children of all ages. Their individual welfare needs are met extremely well because staff know the children and work closely with parents and, where appropriate, with outside agencies. The manager, with support from the owner, works very closely with her excellent well-qualified team of staff. They are totally committed to reviewing their practice throughout the nursery and initiating improvements to maintain extremely high standards in all aspects of the provision.

What steps need to be taken to improve provision further?

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

- improving the condition of the books so that children's early reading skills are further promoted.

The effectiveness of leadership and management of the early years provision

Children are protected through stringent safeguarding measures within the nursery. All staff have undertaken safeguarding training and have a secure

knowledge of the possible signs of child abuse, and they are fully aware of the procedures to follow if they have concerns about a child in their care. The excellent practice throughout the setting is underpinned by highly effective policies and procedures. These are regularly updated and include policies about the locking away and use of personal mobile phones and managing incidents where children may bite others. Particularly robust employment procedures, a formal induction process, appraisals and professional development are given a high priority to ensure all staff are suitable to work with children. Children enjoy a safe and secure environment because highly effective systems are in place, with detailed risk assessments. Thorough procedures are in place for children with specific dietary requirements and allergies. Photographs of parents and carers are on file to ensure a very effective safe collection procedure. Staff are extremely well prepared for emergencies, with necessary equipment and contact details easily to hand. Children are well supervised with adult-to-child ratios being met at all times. Staff have very clear roles and are very well deployed. The nursery is extremely well organised to ensure a tidy and clean environment. Children's health care needs are very well met, with systems in place, such as setting off timer for giving medication, efficient procedures for applying sun cream and nappy-changing procedures.

Children benefit enormously from the exceptional ongoing improvements the staff make. Recommendations from the last inspection have been met, with improvements in the role of key person to ensure consistency of care and good relationships. Highly stringent procedures for recording and checking accident and medication forms by the manager are now in place. Staff are excellent at regularly observing, assessing children's development and recording children's next steps in an individual plan for each child. The children thoroughly enjoy playing with a wide range of construction toys. A comprehensive self-evaluation document is maintained and the staff actively reflect on their practice. They have clear action plans as they strive to provide high standards of care. Significant improvements have been made to the outside area to enable children to access all year round and with more challenging equipment. Children benefit from increased outings within the local community, extended sensory play activities and from being very much more involved as their ideas and interests are taken into account. Improvements have been made to ensure highly efficient use of space, with opportunities for play both inside and outside with high quality resources.

Children thrive because of the excellent partnership between their key staff and their parents. Staff gather detailed information when children start and meet children's individual care needs and sleep routines very well to ensure consistency of care. Parents are very well informed of the care their children have received through discussions with the key person who has been present for the whole day and diaries for the babies. Excellent systems are in place to help children to settle, such as a photographic book of the nursery for children to have at home and a family tree with photographs at a low level. Parents can write and add photographs in their child's weekend book, enabling staff to talk about children's family members and special events with them. Staff work very closely with parents to promote children's learning together through sharing of 'learning journey' books, parents evenings, newsletters about topics and involvement in the interest table and the teddy bear to take home. The views of parents are actively sought and

they comment very positively on the friendly, happy environment with activities and outdoor resources, healthy meals and how their children make huge progress in confidence and interaction.

Children with special educational needs and/or disabilities make significant progress because the nursery staff work very closely with outside agencies to provide the best possible support. Children become familiar with the local school and teachers to promote a smooth transition. The nursery is proactive in sharing information with other Early Years Foundation Stage providers to help children reach their full potential.

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

Babies and children thoroughly enjoy their time in the nursery. They make excellent progress because staff have a very secure understanding of how to plan and provide stimulating activities and play opportunities that are based on children's current interests and meet their individual learning needs. Staff have a good knowledge of how to encourage children's learning through introducing new vocabulary and concepts, with prompts around the room. Staff extend children's mathematical knowledge and problem-solving skills as they play, for example, with jigsaws, make patterns with cubes, matching pairs and encouraging children to think whether they need more or less water as they add the water and get their hands sticky in the play dough. Children develop their imaginations as they play popular games, such as 'mummies and babies', or play fire fighters with measuring tape and construction toys. Children make excellent progress in their drawing and painting skills, with good opportunities and activities, such as painting pictures of animals and friends. Babies have excellent opportunities to explore different textures and creative materials such as gloop, pasta and paint. They become excited and engrossed in feeling the paint as they cover themselves in it. Babies are very content and enjoy playing with musical instruments and explore their welcoming environment. Children enjoy listening to stories and look at books themselves. However, some of the books are in poor condition and limit their attraction.

Children develop a very good awareness of healthy lifestyles because they spend time outside in the fresh air all year round, playing with the sand pit and digging pit. They gain good physical skills, for example, climbing and balancing on equipment. Children get involved in growing some vegetables and herbs. Babies have an easily-accessible separate outside play area and enjoy using their own range of age-appropriate equipment. Children learn about good personal hygiene through routines, such as washing hands and faces with individual flannels. Children benefit from an excellent range of nutritious snacks and freshly-cooked meals. They have a very good appetite which is well catered for and enjoy the social occasion of eating together. Good manners are promoted through a song, and children sit very patiently at the table. Babies develop their self-care skills as they are encouraged to feed themselves from a young age. Children enjoy taking responsibility and independence as they help lay the table and pour their own drinks. They help prepare the tea as they make teddy bear shaped sandwiches

with brown bread.

Children learn about keeping safety. For example, during road safety week they acted out crossing the road with stop signs and fluorescent jackets. They have an awareness of fire safety, with very regular fire drills in place. Children learn about treating resources with respect. From a young age they can access toys that meet their preference and are very helpful at tidying away toys to maintain a safe environment. Staff have good relationships with the children who freely initiate conversations about events in their life, demonstrating they feel safe and secure with staff.

Children develop an awareness of diversity through books, posters and toys. Children learn about the world as they look at children's holiday photographs and talk about other places they have visited. Children are sociable and demonstrate a very caring and welcoming environment towards each other and adults. Children have made very good progress in their behaviour and behave very well. They respond well to the consistent encouragement, golden rules, use of a praise puppy and stickers. Children get engrossed in their play as they interact well and share nicely with other children. They have a very good sense of security and belonging with their own comforts, having their work displayed and close relationships with a highly effective key person system in place.

Children develop good technological skills with cameras and a computer, with a new child-friendly keyboard as they play educational games and make their own valentine card. Children make excellent progress in their language, supported through a systematic approach to the letters and sounds programme, with exciting activities, letter of the week and use of the interest table. Children are very confident and readily express their views, listen well are enthusiastic learners and develop an excellent range of skills that will support them in their future lives.

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

The quality of the provision in the Early Years Foundation Stage	1
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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

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