

Rose Cottage Nursery

Inspection report for early years provision

Unique reference number 316018
Inspection date 22/06/2011
Inspector Janet Singleton

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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

Rose Cottage nursery is privately owned and was registered in 1992. It operates from the ground floor of a semi-detached cottage, situated in the Westhoughton area of Bolton. The nursery serves the local area. The nursery is accessible to all children and there are fully enclosed play areas for outdoor play, provided for each age range.

The nursery opens Monday to Friday for 51 weeks of the year and is open from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 42 children may attend the nursery at any one time. There are currently 81 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 free entitlement for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 14 at level 3 or above. The manager holds the Early Years Professional Status, with a member of staff holding a full degree in an early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners promote children's learning with outstanding success as they move freely in a rich and stimulating environment. The setting's individual planning supports children in their learning given their age and starting points. The superb learning environment is fully inclusive, safe and secure, positively promoting children's independence, outstanding behaviour and understanding of diversity. Exceptional organisation of the policies and procedures support the safe and efficient management of the setting. Thorough involvement of all in the self-evaluation, means the capacity to maintain continuous improvement is outstanding. Practitioners have excellent relationships with parents and good relationships with others.

What steps need to be taken to improve provision further?

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

- reviewing the procedures for ensuring all parents are aware of the need to give written consent for the application of the barrier-cream for those children who this process applies to.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are exemplary, with robust procedures for vetting staff in place. These include criminal records check, references and checking qualifications to ensure the suitability of all adults are maintained. Stringent supporting policies are in place and clearly outline the procedures to follow. Staff are fully aware of their responsibility to protect children and are very confident of the action they must take should they have any concerns. The nursery maintains all required documentation for the safe and efficient management of the setting, for example, this includes the detailed risk assessments and behaviour policy. All policies and procedures are shared with parents and are regularly reviewed. However, for some parents, although they are notified of the application of barrier cream, it is not clear they have given their consent.

The management team's commitment and effectiveness in bringing about improvement and to improve outcomes for all children is demonstrated through their inspirational leadership. All are involved in the process of the self-evaluation with children, completing a simple questionnaire about what they like and would like to change. All suggestions are discussed and acted upon, if appropriate, to continually improve outcomes for all children in order to narrow the achievement gap. Through outstanding links and highly effective channels of communication with parents, the needs of all children are identified and planned for. The outstanding links with parents includes them in contributing to their child's assessment to support children's progress towards the early learning goals. This promotes inclusion for all children and, through the stimulating environment and resources, all of which are of high quality and fit for purpose, all have an equal opportunity to participate all areas of play. The organisation of the highly stimulating and welcoming environment, the rich and varied educational programme and the excellent staff deployment, means children are extremely well supported, inspired and challenged in their play.

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

The practitioner's expert knowledge of the Early Years Foundation Stage enables them to plan an educational programme, ensuring children make outstanding progress towards the early learning goals. Children's starting points are established by completion of very meaningful documentation with the parents. Excellent use of the observation and assessment procedures further enables staff to identify children's individual needs. From the observation on all children, practitioners plan for their individual needs based on the identification of their learning priorities. Highly effective monitoring systems are in place to ensure children are given a fully-rounded approach to their development. Children and parents are involved in this process, contributing to the planning of the activities and resources.

Children feel safe as they explore the wonderful cosy areas of continuous provision. They choose resources and enhance their own play as they use their

imagination in the small world, construction and role play. They use their senses to explore the shaving foam, smelling and feeling it, making shapes and clapping hands to see what happens, giggling when it explodes everywhere. They are enthralled with the superb and inspirational outdoor area. It enables children to practise their physical skills as they climb and swing on the suspended tyre. They delight in growing fruit and vegetables as they learn about the natural world and where food comes from. They investigate the large sandpit as they dig and move the sand filling containers, using tools for a purpose. During circle time, children talk about their holiday as they discuss the means of transport, linking this to the current transport theme. They name 'aeroplane', 'helicopter' and 'car'; they name colours and count wheels for each type of vehicle, developing their mathematical concepts. Practitioners encourage children's thinking by asking what each vehicle may be used for. Children respond confidently as they make good guesses regarding the ambulance going on the road, going to hospital and helping people. Children are highly competent with information and communication technology as they navigate the programme, changing the screen, concentrating as they develop their skills for the future. They count the objects they have constructed and show the practitioner their work with pride as they are praised, and their self-esteem is promoted.

Staff encourage children to develop very good habits and superb behaviours to enable them to become active learners. They are extremely well behaved with clear boundaries in place. They follow the Rainbow rules of the setting and readily seek the support of staff to assist when other children do not share. They delight in taking 'Mika the monkey' home and writing about their expeditions in the dairy. This action further develops beneficial links between the home and the nursery. Children are able to attend their own personal needs in the bathroom and manage their own clothing when playing outside. Through observing exemplary hygiene practices with staff and taking part in planned topics to develop their understanding, they learn about their bodies and how to make healthy choices. Excellent routines for daily tasks assist children in feeling relaxed and secure within the safe environment. They are all included and are able to make excellent choices. They are recognised for their uniqueness, demonstrated through observation, planning and next steps. Also, key workers' excellent knowledge of the child and the close links with parents is made.

Overall, children play and learn in a highly beneficial environment that develops excellent attitudes to learning and encourages all to become active and interested learners.

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	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	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