

Cottage Day Nursery (The)

Inspection report for early years provision

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Inspector	Susan Harvey
Setting address	3 Lower Stone Close, Frampton Cotterell, Frampton Cotterell, Bristol, Avon, BS36 2LG
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

The Cottage Day Nursery opened in 1997. It is situated in the village of Frampton Cotterell, South Gloucestershire and operates from a converted, detached Victorian house. The nursery is open each weekday from 7.30am to 6pm excluding public holidays. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 45 children in the early years age range may attend the nursery at any one time. There are currently 71 children from three months to five years on roll who attend a variety of different sessions. The nursery can support children with learning difficulties and/or disabilities. The nursery provides funded early education for three-four-year olds.

There are 14 members of staff, 11 of whom hold early years qualifications at either level 2 or 3. Both managers have level 4 qualifications in Children's Care, Learning and Development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff at The Cottage Nursery are inclusive in their practice; all children are supported well and appear extremely happy. The environment is very stimulating, friendly and welcoming to both children and parents. Children learn how to be independent very well and those with special educational needs are fully supported. The ongoing reflection of the nursery practice highlights many aspects of staff training and improvement needs. Planned activities mostly cover all the six areas of learning, but there are inconsistent opportunities for children to be involved in regular planned exercise or to further develop problem solving skills. Clear consistent management of children's health and hygiene by staff prevents the spread of infection in the nursery.

What steps need to be taken to improve provision further?

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

- plan time for children to learn how to experiment with large equipment and practice their physical skills
- provide collections of interesting things for children to sort, order, count and label in their play such as natural materials and everyday articles

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibility to safeguard children and are aware of the procedures to follow should they have any concerns about the welfare of a child in their care. The child protection coordinator is trained to level 2 and is therefore able to manage any concerns raised about a child and work with other professionals appropriately.

Children with additional needs are very well supported by experienced staff. These staff are able to identify extra support where needed and to work closely with parents to the benefit of individual child's needs. All the recommendations from the last inspection have been met which has improved outcomes for children. Management and staff are motivated to seek further improvement about how the setting can progress. For example, they combine the local authority evaluation system with the Ofsted suggested form. This means that successes and areas for improvement are quickly identified and acted upon. This includes staff experimenting with the nursery routine and layout of the rooms. This has led to improvements that have given children better access to all areas downstairs in the nursery and to the outside area, which has increased their sense of independence.

There is a robust recruitment and induction procedure for new staff. All staff have annual appraisals in order to identify any training needs. Staff are committed to improving their professional development by attending regular training events, which is of clear benefit to the children.

The deployment of toys, equipment and resources throughout the nursery supports children's learning. For example, resources are good, fit for purpose and able to support children's development. Staff are well managed in order to ensure the correct adult to child ratio is maintained. Young children are provided with a good selection of quality toys to enhance their development; staff members are caring and they offer lots of cuddles and reassurance to young children when needed. All children have access to an outdoor play area where they can increase their learning skills in a different environment. Daily walks around the neighbourhood enhance young children's understanding of the world around them.

The nursery is committed to providing an inclusive environment where all children are welcomed regardless of background or ability. The children are encouraged to see difference in a positive way and to value the diversity of people within the community. Parents from different cultures or who speak different languages are invited into the nursery to share their experiences with the children. Staff have recently undertaken training in Makaton sign language and this is used by the children to enhance their communication skills.

The nursery has a very positive relationship with parents and carers. Parents were able to offer their comments at the inspection. They felt that nursery staff are 'always accessible' and the information they receive about their children is of a high quality. New parents have access to the nursery's website for information. They are encouraged to take their time settling the children into the setting. The

transition system within the nursery for children moving to other rooms is well managed. This is organised in full cooperation with parents. All parents are provided with a regular newsletter keeping them informed of what children are doing and what the current learning theme is. Parents have access to their own child's learning journal and the chance to discuss their progress at a formal meeting. There are also organised social events for parents. Staff work closely with a range of professionals who attend to children with special educational needs to ensure that children receive the full support they need. Staff work closely with other settings which children attend.

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

Children are cared for in a secure environment in which they can learn through play. The younger children's area, which is upstairs, is stimulating, clean and bright. The babies are able to move around the room independently and sleep in comfort. The unit is a 'no-shoes zone' which means young children can crawl around and investigate their space safely.

All the children show a good awareness of what constitutes a healthy lifestyle. They have free access to outdoor areas adjacent to their play rooms and choose to move between the two areas during the day. Children adopt good personal hygiene routines through the examples set by the staff. This includes regularly washing and drying their hands and they appear to need little prompting to do this. Staff members use hand sanitizer spray available around the nursery, which assists in preventing cross infection. Children are beginning to understand the importance of healthy eating as they make a conscious decision when to visit the nursery snack bar. This also includes the opportunity to pour their own drink and prepare their snack. Children experience using safety knives to cut up fruit and learn that tools are used for a purpose. They have delicious home-cooked food each day. This is a social time where children and staff sit together and enjoy each other's company. It is used as an opportunity to encourage good manners and to develop the children's communication skills. Older children lay the table for lunch and are encouraged to serve themselves. Young children appear content and settled because their health, physical and dietary requirements are well met.

Children show a strong sense of belonging and security within the nursery and all appear settled and happy. They are confident and display good levels of self-esteem with appropriate praise and support from staff. Children are independent in many ways. For example, they know when to put on a jumper if cold while playing outside; they know when they want a drink of water or to sleep so recognizing the needs of their bodies. Children are very confident as they move around their rooms; they know the routine of the day well and settle on arrival with little support from parents. The transition from one room to another is managed well and the benefits for the children means they are relaxed and settle immediately in their new surroundings. Children make real progress in developing their personal qualities, such as taking responsibility for small tasks such as knowing when to use an apron for painting and responding to the music which indicates when to tidy

away the toys.

Overall, children are well behaved and work harmoniously together in small groups. Staff are patient and have clear consistent strategies in place. This helps children to understand the effect their behaviour has on others. Children are developing skills for the future such as sharing, taking turns and listening to each other. They are kind and helpful and know each other's names as they sing the welcome song at circle time. Children play happily and respond to their friend's call for support by helping with various games. As a result, children are developing valuable 'getting along' skills to help their future development and learning.

Staff are well organised in their planning. They link children's individual learning needs closely with the Early Years Foundation Stage guidance. Each child has an identified development target which is managed through well recorded observations in their learning journals, so providing a regular assessment of children's progress and abilities. All staff know the children well; as a result they are able to provide resources and activities to cover individual children's learning needs including those for children with special educational and welfare needs.

The children enjoy a wide range of interesting activities. They especially enjoy activities such as messy play, singing, story time and exploring the sound of a large African drum. Outside play is an important part of the children's learning and and they spend as much time as they can out-of-doors. This gives staff the chance to support children's different learning styles in imaginative ways. However, although children have access to ride-on toys for physical activity, regular planned exercise does not provide the opportunity for children to experiment with larger equipment.

The environment provides children with visual signs of numbers and time-lines and there are some resources provided for children to learn how to compare size and to count. However, there are not planned opportunities for children to support their further understanding of numeracy skills such as order, counting in sequence and labelling in their play. Access to computer programmes assists with children's interactive skills and they relish studying objects by using a magnifying glass; bugs and craft glitter come under their scrutiny.

Children confidently use sign language in large group activities which enhances their experiences of other methods of communication. Children love to sing and relish the opportunity to sing heartily as well as using musical instruments to accompany the song. Staff involvement in the "Every Child a Singer" project has enhanced the children's enjoyment of learning new rhymes and songs. The chance to listen to stories read by staff using props, provides the children with opportunities to extend their vocabulary and imagination.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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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