

The Cottage Private Day Nursery (Mansfield Road)

Inspection report for early years provision

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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

The Cottage Day Nurseries Ltd took over the ownership of this existing nursery in 2001. The Cottage Private Day Nursery (Mansfield Road) operates from two floors in converted domestic premises in the town of Heanor, Derbyshire. There is a secure enclosed outdoor play area. The day nursery serves the local area and surrounding villages.

The setting opens five days a week all year, except Bank Holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6pm.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 34 children under eight years at any one time and, of these, no more than 12 may be under two years at any one time. There are currently 59 children in the early years age range on roll. This includes 18 children who receive funding for nursery education.

The nursery employs 15 staff who work with the children, 13 of whom hold appropriate early years qualifications. The setting receives support from the Derbyshire local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides effectively for children in the Early Years Foundation Stage. Staff create a safe, inclusive, enabling and welcoming environment so that all children benefit from the interesting activities and experiences. The planning for children's learning and development ensures all children make good progress. Most staff are skilled in communicating effectively with children in order to extend their thinking and language skills. The nursery has developed effective partnerships with parents, other professionals and settings. The manager evaluates the strengths and areas for improvement well within the setting.

What steps need to be taken to improve provision further?

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

- ensure all staff have the skills to challenge and extend children's thinking and language during their conversations with them.

The effectiveness of leadership and management of the early years provision

The company has comprehensive safeguarding policies and procedures in place to ensure children are well protected. All staff attend training, which is regularly

updated and, therefore, they have a clear understanding of the procedures and how to implement them appropriately in order to protect children from harm. Children feel safe in the setting as staff practice safe routines to minimise risk.

The manager of the setting is well organised, motivated and has a clear knowledge of the operational requirements, the developmental progress of the children and staff practice. Self-evaluation systems are used well to monitor and evaluate the provision. Staff have a good understanding of the principles of the Early Years Foundation Stage and how to implement the framework in practice. Children are very well supervised in the free-flow system and staff take responsibility to ensure they are effectively deployed. Staff observe children and engage well in their play. The babies and toddlers are happy and settled and are confident in their relationship with staff who are caring for them. The routines of the areas are displayed for parents and they take account of the routines the children have at home.

Parents and carers of the children are valued as partners in their children's learning. They are encouraged to add their knowledge and skills to enhance their child's experiences and the nursery welcomes their views. They are given information about how learning and developmental opportunities are created and implemented within the setting and they have access to the company's policies and procedures. The key worker system is considered very important in communicating effectively with parents and carers and there are both formal and informal arrangements where staff and parents share information about the children's development and progress. Links are formed with other professionals and other day care settings when necessary, to ensure each child's needs are consistently met. Children's 'learning journeys' are made available to parents at the end of the placement with a view to aiding the transition process to school.

All necessary documentation for the safe and efficient management of the setting is in place and all staff are vetted. Induction programmes are in place and there are ample opportunities for ongoing training. Working tools, such as the 'Tracking Sheets' are used by the setting to monitor children's development and staff training requirements. Action plans with timescales are evident and all recommendations from the previous inspection have been addressed. The manager and staff have created a warm, purposeful and friendly setting that is welcoming and supportive to children, parents and visitors.

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

Staff create a safe and welcoming environment where risk assessments are detailed and robust and support children's health and safety very well. Children learn how to keep themselves safe and develop positive attitudes towards healthy eating through activities and discussion. Free-flow between indoors and outdoors allows older children to choose to play outdoors whenever they want. Activities which ensure the curriculum is delivered are replicated in both areas.

Activities are well planned and take into account children's individual interests and

ideas. Planning is securely based on what children enjoy and can do and their 'starting points' are taken into account. Staff observe children as they play, use the observations to ensure their needs are being met and plan the next steps in their learning and development. All activities are developmentally appropriate and staff understand the learning intentions of the activities. However, not all staff challenge and extend the children's thinking sufficiently well during their conversations with them, which may result in missed learning opportunities for children. Observations and comments in the children's 'learning journeys' are well written and demonstrate that staff understand the terminology used in the Early Years Foundation Stage.

Children are supported to be independent and to use their creativity and imagination in their play. Numbers and shapes are used consistently and they develop problem solving skills as they build and construct. Role play, such as the shoe shop or the hairdressers teach children skills for the future. Tools and materials are used creatively and there are varied opportunities for children to develop skills in mark making and to learn how to use new technology. The environment is resource rich, both indoors and outside and children have access to a wide range of activities and supplementary resources. A comprehensive range of books and story bags are available and labels are used consistently well to aid word recognition. Staff support the children with letter and word sounds during games and activities.

Staff ensure parents and carers have opportunities to talk to them, both informally on a daily basis and on more formal occasions, where they can share detailed information about their child's care, well-being and progress. Children make good relationships and play and work well together, learning to negotiate and problem solve as individuals and within larger groups, which develops their confidence and self-esteem. They are encouraged to make choices and decisions for themselves. They learn to respect and value people's differences and similarities through stories and discussion. Comprehensive systems are in place which fully support children with special educational needs and/or disabilities.

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