

The Cottage Private Day Nursery (Uttoxeter Road)

Inspection report for early years provision

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| Unique reference number | EY100960 |
| Inspection date | 18/08/2011 |
| Inspector | Janice Hughes |
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| Setting address | Uttoxeter Road, Mickleover, Derby, Derbyshire, DE3 9AD |
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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 Private Day Nursery (Uttoxeter Road) is one of three nurseries run by The Cottage Day Nurseries Ltd. It opened in 2001 and operates from a large detached house in Mickleover, a suburb of Derby. The premises consist of a baby and toddler unit on the ground floor and a pre-school unit on the upstairs level. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm all year round. All children share access to a secure enclosed outdoor play area.

There are currently 105 children aged from birth to under five years on roll, some of whom receive funding for nursery education. Children come from the local community and surrounding areas. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 17 staff, 16 of whom, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification. 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 and is called 'step to quality' and is a member of the National Day Nurseries Association (NDNA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The children feel happy, settled, safe and secure within this exceptionally well-maintained nursery. All children make excellent progress because of the high level of care the staff provide for them. The nursery is inclusive and provides exceptional support for children who may find learning more difficult. The manager and her staff monitor their procedures closely and evaluate the provision to identify steps they can take to make further improvements. Policies and procedures are highly effective in practice. Partnerships with parents and other professionals are very strong.

What steps need to be taken to improve provision further?

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

- develop the storage arrangements to ensure the older children can access more resources independently.

The effectiveness of leadership and management of the early years provision

Excellent effective management structures are in place. Comprehensive written policies covering all aspects of the provision are highly effective in practice, which ensures the safe and efficient management of the setting. Safeguarding procedures are robust, protecting children from harm and neglect. Communication between staff and management ensures that the children are well cared for and safeguarded very effectively. Robust employment procedures are in place to ensure that any person appointed is suitable to work with children. There is an effective induction programme for new staff to ensure that children's welfare, learning and safety are promoted. Detailed information about each child is obtained and accurately recorded, and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

Comprehensive risk assessments are in place and used effectively to ensure all areas the children use are safe and any hazards are minimised immediately. Most staff have a relevant first aid certificate, ensuring that if a child were to have an accident they would be treated immediately and appropriately. All staff are aware of the procedure to follow if they have a concern about a child and are happy to work with other agencies for support. All documentation is maintained to an extremely high standard.

All staff and senior management meet regularly to contribute to the monitoring of the provision. Changes made ensure the setting offers children a high level of care and education which is appropriate to their needs. A series of innovative self-evaluation methods ensure that the views of parents, children, staff and other professionals are carefully considered as part of the setting's improvement plan. Management monitor the provision regularly and set action plans to enhance the provision. These are very effectively put in place and acted upon for the benefit of the children. Staff are deployed very effectively to ensure that babies and children receive high levels of support. The close communication and excellent teamwork of the staff ensure children are in an environment that enables them to feel secure and to flourish. The management team are committed to providing high standards of care through positive intervention and professional development.

The resources are of an excellent standard. Children enjoy an extensive and stimulating range of resources. The whole environment, including the sensory room and kitchen garden, has been arranged and organised to support children's learning and encourage their independence, as the children choose what they wish to play with and staff encourage them to self-select. However, in the pre-school some of the resources are too high for the children to access independently. This has been identified by the setting as an area for improvement. The staff's deployment and interaction with the children ensure resources are extended to enhance their play when needed; for instance, the children begin banging pots and pans outside, so a member of staff quickly provides the children with a variety of musical instruments. There are exceptional displays of the children's work, making the rooms attractive and giving the children a sense of belonging, for example, the family boards.

Children thrive within this fully inclusive environment. An effective equality and inclusion policy promotes positive attitudes toward diverse communities and beliefs. Activity plans and persona dolls are used effectively as a springboard for discussion about people who have different lifestyles, religions, ethnicity and abilities.

The partnership with parents and carers is excellent. The role of parents is seen as a significant and important part of children's ongoing development and progress. Their comments and views are highly regarded, resulting in effective settling-in procedures and secure partnerships. The nursery have systems in place to liaise with other early years providers. They work with other agencies to ensure that children with any additional needs are supported and cared for appropriately. The setting has strong links with neighbouring schools, ensuring that children transfer smoothly between settings when they are ready for full-time education. Parents have daily discussions with the staff about the experiences their child is having. They have regular access and are asked to contribute to their child's folders. Parents are very supportive of the nursery and state their children love coming here and they can see the progress their children have made.

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

Children have outstanding opportunities to learn and benefit from being cared for in a welcoming, inclusive environment. Children are offered a highly stimulating environment. The emphasis is on children being safe, having fun and learning through their play. Children make excellent progress towards the early learning goals. Staff have highly effective systems in place to record children's achievements and interests, which they use to plan activities that are stimulating and worthwhile for each child. They use planned and incidental opportunities to encourage children to think for themselves and contribute to their own knowledge. An excellent balance between adult and child-initiated activities is very effectively in place; staff are knowledgeable and experienced and understand how children learn, and their calmness and enthusiasm inspires children to join in and participate at all ages.

The planned activities give children experiences across all six areas of learning, for instance, fruit tasting gives the children opportunities to visit the local shops, use their senses effectively, talk about their likes and dislikes, examine textures, compare sizes and explore new fruits, such as lychees. Staff are always ready to develop the activity through purposeful interaction using their skills and knowledge of the individual child. For instance, when playing in the water, the staff know which children need help in counting and recognising shapes, and their questioning enables the children to consolidate or extend their learning.

Children's behaviour is excellent because adults have high expectations and emphasise positive reinforcement. The children listen carefully and respond well to requests to share resources. They enjoy singing songs, at times doing the actions to them, and they listen to the story, responding very well when asked questions

about what happens next, for example, when using props for a story about a caterpillar. The older children enthusiastically take part in the 'show and tell' session. Staff introduce a number of innovative schemes for the care of young babies, stimulating cognitive development and relaxation techniques, such as black and white areas and objects.

Children make excellent progress in the physical area of learning, and learn the importance of taking regular exercise on pedalled vehicles and the outside equipment. The continuous provision enables the children to access fresh air throughout the day. Children are physically active, moving their bodies with excellent control and coordination as they climb, run, jump and slide. They follow sensible safety rules so that they can play safely and have lots of fun on the equipment. They are being introduced to a healthy lifestyle. They are becoming independent in their self-care skills, supported by the staff. They sit together to enjoy a healthy lunch, where they learn to serve themselves using spoons and are given a choice of drinks. They know to wash their hands at the appropriate times and the facilities in the bathroom, such as a low sink, support their independence. Children dry their hands on paper towels to minimise any cross-infection. Younger children receive excellent levels of adult support as they learn to manage their own personal hygiene routines.

Children play imaginatively with toys and equipment, turning the block area into a den. They use writing, drawing and modelling materials in their everyday play, forming recognisable shapes, patterns and letters. Children with additional needs receive close and supportive attention so that they can take a full and active part in all activities and games. Staff pay close attention to safety and security measures, ensuring that children are closely supervised while enabling them to make free choices and decisions about their play. Consequently, children develop excellent skills which stand them in good stead for the future.

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

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| 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

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| 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

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| 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

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| 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