

Elm Cottage Nursery, Orrishmere

Inspection report for early years provision

Unique reference number 307134
Inspection date 15/09/2011
Inspector Marie Kaye

Setting address Orrishmere Primary School, Worcester Road, Cheadle
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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

Elm Cottage Day Nursery, Orrishmere was registered in 1998 and is privately owned. It operates from an adapted mobile classroom in the grounds of Orrishmere Primary School. The setting is situated in the residential area of Cheadle Hulme in Cheadle. Children come from a wide area around Cheadle Hulme. They have access to an enclosed outdoor play area. The setting is open Monday to Friday from 8am to 6pm for 52 weeks of the year, except for Bank Holidays. The setting also offers an after school club facility, which operates from 3.15pm to 5.45pm during term time.

The setting is registered to care for a maximum of 69 children aged under eight years at any one time. Of these 29 may be in the early years age group. Of these, 27 may be under three years of age and of those not more than 12 may be under the age of two years, at any one time. The setting also offers care to children aged over five years to 11 years. There are 155 children on roll, of whom 90 are aged under eight years. Of these, 49 are in the early years age group, of whom 12 are in receipt of funding for nursery education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on The Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, including the manager, who work directly with the children. Two staff hold a qualification at level 2 in early years, eight hold a qualification at level 3 in early years and one holds a relevant foundation degree. One member of staff has obtained Early Years Professional Status. The setting works in partnership with the host school, parents and carers and receives support from the local authority and Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs ensures staff successfully promote children's welfare and learning. Children are kept safe and enjoy learning both indoors and outdoors. Each child actively participates in this inclusive provision where they make good progress in their learning and development. Systems for sharing information with parents and carers are generally well established. Self-evaluation procedures are effective and identify areas for improvement, ensuring the setting has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems to share information with parent and carers.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the settings safeguarding children procedures, which effectively protect children from harm and neglect. Ongoing risk assessments effectively identify hazards to keep children and adults safe. Most of the staff have many years experience at the setting, and this stability contributes to the continuity of the children's well-being. A robust recruitment procedure is in place and implemented well. This ensures all staff who are employed are checked with regard to their experience, qualifications and suitability to care for children.

The manager has a clear vision of how she wants the setting to improve. Many training opportunities are undertaken in-house so that children benefit from the staffs increased skills and knowledge. Good quality systems of self-evaluation have helped staff identify areas for improvement that will improve quality of the provision for children, such as creating a growing area. Staff are well deployed and ensure children have scope for free movement and have access to a variety of well-balanced activities. Staff know the children well as individuals. This ensures that each child's unique differences are valued and special educational needs and/or disabilities needs are met well. Comprehensive procedures are in place and effectively implemented to promote equality and celebrate diversity.

The caring staff team create a relaxed environment where familiar routines enable children to settle well. The partnerships with parents, carers, after-school club staff, other early years professionals and the host school are good. Information is shared verbally on a daily basis to enable parents and carers to continue their children's learning at home. However, systems for sharing information in a written format have not been fully explored to further enhance this good practice. The setting regularly asks parents and carers for their views and ensures these are used to inform important decisions about the provision.

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

Children make good progress across all six areas of learning within the Early Years Foundation Stage. Staff take account of children's interests and plan a varied and interesting range of activities. Many spontaneous events to extend learning take place, such as mixing the colours during the painting activity. Staff use imaginative methods to engage young children in circle activities. For example, singing 'five current buns' and pretending to pay for the buns with a coin, to enable them to focus on songs and rhymes.

Children learn about the wider world through outings, for example to the local fire station, activities and resources that positively represent diversity. Children are motivated within their own learning, and share their interests and knowledge and understanding with one another and the staff who care for them. They develop

their communication skills well as they enjoy songs and respond to interactive rhymes. Children of all ages make marks with various materials, such as pens, crayons, paint brushes and their fingers. As a result they extend their emergent literacy skills. They are beginning to learn about information and communication technology, which promotes their skills for the future. Children also learn to problem solve and use numbers during their play. For example, matching dinosaurs and counting the coloured cubes into small pots. Staff effectively use open-ended questions to extend children's learning. The after-school club staff effectively plan activities based around the children's interests and what they have enjoyed at school.

Children are well-behaved because they are continually involved in exciting, meaningful activities. They are starting to take responsibility for their own safety, for instance as they help to tidy up and take part in regular evacuation procedures. All children, including babies and younger children respond well to adult praise and encouragement and enjoy good relationships with staff and one another. Their confidence and self-esteem are continually well promoted by the caring staff. Children eat very healthy meals using produce from the local butcher and grocer. Physical activity is encouraged at all levels, to ensure children experience exercise and develop good lifestyle habits. The outdoor area is particularly well resourced and imaginatively laid out, with children's learning being effectively planned for. Children learn about good hygiene practices through established daily routines and activities.

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

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