

# Rock Cottage Day Nursery

Inspection report for early years provision

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**Unique reference number**

218478

**Inspection date**

02/09/2011

**Inspector**

Jane shaw

**Setting address**

Breach Road, Brown Edge, Stoke-on-Trent, Staffordshire,  
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**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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

Rock Cottage Day Nursery is privately owned and was registered in 1997. It operates from two buildings within the grounds of Rock Cottage Nursing Home in the village of Brown Edge, Stoke-on-Trent, Staffordshire. Children under three years are accommodated in a two-storey detached building, with four rooms available for children's use. Rooms on the upper floor are accessed via stairs. Children aged three to 11 years are accommodated in six rooms, in an annexe within the nursing home. There is also access to enclosed outdoor play space. A maximum of 101 children aged from three months to under eight years may attend the setting at any one time. The setting is open five days a week from 7.30am to 6pm for 51 weeks of the year. The setting also offers an out of school and holiday club provision for children aged five years to 11 years. Children attend from St Luke's, St Anne's and Endon Hall Primary schools.

There are currently 117 children on roll. Of these 101 are aged under eight years and of these 85 are within the early years age group. Of these, 22 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 28 members of staff, including the manager, 27 of whom work directly with the children. All staff have appropriate qualifications, three staff have Early Years Foundation Degrees, 20 hold level three qualifications, and five have level 2 qualifications. One member of staff is currently working towards a level 3 qualification, and three staff are undertaking Early Years degrees. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Rock Cottage Day Nursery creates a welcoming environment for the children who attend. Staff are fully aware of all children's needs and circumstances and value them as unique individuals. Staff have a sound understanding of the Early Years Foundation Stage, which contributes towards ensuring children make satisfactory progress. Clear policies and procedures in the main are in place, however, risk assessments and fire drills are not conducted as required. Good partnerships with parents and carers and other early years settings help to ensure consistency and continuity for all children's welfare, learning and development. Systems for self-evaluation are in their infancy.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing, which includes an assessment of required

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adult:child ratios. The assessment must be reviewed before embarking on each specific outing, and all risk assessments must show done date of review.

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

- conduct regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- develop further hygiene procedures and practices, including arrangements for areas where potty training takes place, and hand washing routines to minimise the risk of infection
- ensure all medicines are stored strictly in accordance with product instructions and stored securely.

## **The effectiveness of leadership and management of the early years provision**

Clear procedures are in place for the recruitment, selection and ongoing suitability of staff. Therefore, children's welfare is safeguarded well. Staff have a very clear awareness of the importance of their role in safeguarding children and fully understand the procedures for reporting any concerns. Safeguarding training for most staff is up to date, ensuring staff's knowledge is current and that children are well protected.

Risk assessments are completed on both the indoor and outdoor areas, and any identified issues are passed to the registered provider for action. However, not all outings away from the setting or school transport arrangements are risk assessed. Some items require ongoing actions and records do not show all required details. Staff undertake daily checks of all areas used by the children. Children's safety is considered through policies and procedures. For example, the premises are secure and staff ratios are good. However, it is not clear that fire drills are conducted on a regular basis, and some medication is not stored out of reach. Children develop an understanding of their own safety through discussion and reminders from staff. Most of the required documentation is available and stored securely to respect confidentiality. Necessary consents relating to the welfare of children are in place.

Partnerships with parents and carers are positive and support children's placements well. They have access to information about the setting and what it has to offer, newsletters, daily feedback on their child's development and general well-being. They are encouraged to provide staff with their own observations of their child's development and achievements. They are invited to contribute to regular parental questionnaires and to attend parents' evenings to discuss their child's development and progress. Parents and carers spoken to express high levels of satisfaction with the service provided. Partnerships with other professionals support children's placements and inclusion. For example, staff share observations with other early years settings that children attend. However, these relationships have not yet been fully explored for children attending after school.

Systems for self-evaluation are in their infancy. The manager, and recently deputies, have begun to evaluate the setting, and have identified areas of strength and areas for further development. However, this has not yet been completed or included all staff. Staff are fully committed to their work and attend a range of training and development opportunities to enhance their skills and knowledge, for example, safeguarding. Self-evaluation, the completion of recommendations raised at the last inspection and ongoing staff training and development, shows the setting's satisfactory commitment to continuous improvement. Staffing ratios are good across the nursery and holiday club and support children's learning and development. A range of resources, both in and outdoors, and outings away from the setting for children attending the holiday club, supports children's enjoyment. All children have access to all activities on offer and therefore inclusion is well promoted.

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

Staff have a clear knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. As a result, children make good progress towards the early learning goals. Planning is based on observations of children's activities and skills. Observations are completed, recorded, linked to the areas of learning and used to formulate next steps in children's learning. Clear systems are in place to track children's progress across the areas of learning. Staff working with children within the after school provision also complete observations of children's learning and development and plan activities connected to the areas of learning. Children's days are organised to provide children with a balance of rest, learning and play, and include free play and adult-led activities. All children have equal access to all activities and, therefore, an inclusive environment is created.

Most resources are organised in low-level storage for easy access, enabling children to make their own choices and develop their independence. Children are happy and settled and are building good relationships with one another. For example, older children negotiate the building of a wall in outdoor play, and children in the holiday club take turns using the games console. Babies are excited as they look at their reflection in low-level mirrors. Children are developing communication skills as staff engage with them supporting their learning and development, for example, as staff respond to babies' early attempts at communication. Children explain what they are doing in their play. For example, children explain they are making cement when building an imaginary wall and children in the holiday club talk about their trip to a park. Children help themselves to books and make marks in a variety of ways using pencils, crayons and paint.

Children learn to count, learn about shapes as they print, and match and sort during free play and planned maths activities. Resources and activities, such as posters, play figures, jigsaws and books to promote children's awareness of the wider world are available, and they celebrate a variety of festivals from around the world, such as Divali and Chinese New Year. Children across the nursery are involved in planting seeds and vegetables, such as carrots, learning how to care

and nurture living things. Older children have access to computers which they use with skill, and younger children use a variety of push-button toys.

The outdoor ensures children are able to enjoy a variety of activities, where they can balance, climb, and slide. The outdoor play area is used for a variety activities across the areas of learning as staff bring resources outdoors, for example, painting and printing. Access to a variety of materials and textures helps children to develop their creativity and imagination. For example, tweenies enjoy using pots and pans in their outdoor musical area and after school children join a baking group. Children are developing good imaginary skills and language as they participate in a variety of role play activities.

Staff demonstrate commitment to implementing effective strategies to promote children's physical and economic well-being through regular opportunities for outdoor play. However, provision for hand-washing in some areas and potty training are areas for further consideration. Healthy and nutritious meals and snacks through the day are provided. The planning of activities and access to resources helps to develop children's skills 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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