

# Cottage Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY355293

**Inspection date**

07/11/2011

**Inspector**

Andrea McGanity

**Setting address**

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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**

The Cottage Day Nursery was registered in 2007 and is privately owned. The nursery operates from four rooms in a Grade II listed building in the Woolton area of Liverpool. There are two secure outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 52 weeks a year except for bank holidays.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children aged from birth to five years may attend the nursery at any one time. There are currently 58 on roll, all of whom are within the early years age range. The nursery currently supports children with English as an additional language.

There are 12 members of staff who work directly with the children. Of these, the deputy manager holds Early Years Professional Status (EYPS), one staff member holds a degree in nursery management, and seven staff members hold National Vocational Qualification (NVQ) Level 3 and one staff member NVQ Level 2. In addition, one member of staff is currently undertaking NVQ Level 3 and another NVQ Level 2. The nursery also employs an early years consultant one day a week. The setting receives support from the local authority and provides funded places for the provision of early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the nursery. They are welcomed into a warm and friendly setting, by well trained staff who meet children's welfare and learning needs with success, enabling children to make sound progress in their learning. Equality and diversity are well promoted ensuring children have equal access to the resources available, are confident and have good levels of self-esteem. Partnerships with parents are very well established and make a strong contribution to children's achievement and well-being. Overall children are safe and feel secure in the nursery. The management and staff strive for improvement through on-going training and continuous evaluation to improve outcomes for all children.

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

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

- review the regularity of the evacuation drills.

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

Staff have an extremely good understanding and knowledge of safeguarding children. There are effective procedures in place for identifying any child at risk of harm. They are confident and thorough in knowing and implementing the procedures to follow when concerns are raised with adults or with children in their care. Children are kept safe whilst in the setting because the staff are vigilant and supervise the children well. All records required for the safe and efficient management of the setting are well maintained. Up to date risk assessments support staff in ensuring the areas used by children are safe and staff take effective action to reduce any identified hazard. This means that children are able to move safely and freely around the building.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised, accessible and conducive to learning. For example children are able to choose from a broad range of activities, this means that they are able to thrive and make good progress in their development. The nursery team place the promotion of equality of opportunity at the centre of their work and effectively help children to learn about the wider world. Staff have a very good knowledge of each child's background and needs. Consequently, the outcomes for children and their experiences are positive.

The enthusiastic and highly committed management team communicate ambition, drive and high expectations to staff in securing improvements. The management team routinely make good use of the self-evaluation process in monitoring activities and practice. This is helping to inspire the enthusiasm of staff to develop their practice. Staff meetings and appraisals successfully address key areas for development, enabling the management and staff team to maintain continuous development. As a result, actions taken are well chosen and impact is evident in the children's individual files.

The setting has highly positive relationships with parents ensuring that each child's needs are met. The parents are asked regularly for their views and they contribute to evaluating the practice of the setting. Parents are very well informed about all aspect of their child's achievement, well-being and development. Termly parents evening and when children are transitioning to another room ensures that parents are actively involved. As a result, there are consistent inclusive systems of communication and strong levels of engagement with the setting. Effective relationships with other provisions involved with the children are well established and contribute well to supporting children's welfare and learning.

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

Children are secure and develop a sense of security and feel safe within the setting. For example, children are taught how to be safe by staff giving gentle prompts of not to run inside the setting and through undertaking evacuations of the building in an emergency. However, the regularity of evacuations does not ensure that all staff and children have experienced this. Good quality interactions and well-organised routines help babies and very young children to become secure and confident in the setting.

Children are confident and well settled. They have developed excellent relationships at every level with adults and peers. Children display extremely high levels of confidence and self-esteem. They work exceptionally well independently and with their peers showing excellent negotiation and co-operation skills. For example, when playing outside they share the paint brushes and water collaborating and co-operating with their friends. Children behaviour is exemplary in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the staff provide a wide range of activities and experiences, which help them to value diversity.

Children are able to make choices from the resources available to them, such as paint, treasure baskets, sand, water, construction or role play. Activities planned cover all the areas of learning and ensure that children are making sound progress. Good observations and assessments are made for each child and are clearly recorded, showing children's achievements. These assessments are then used to inform the planning to ensure that the next steps for children's learning are clearly identified. Children enjoy extensive opportunities to design and make objects using recycled materials. Staff take every opportunity to develop children's problem solving and mathematical skills. For example through counting in many everyday situations and singing songs such as five little ducks and ten fat sausages. Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest. For example, when playing peep a boo with staff they squeal with delight.

Children learn to adopt healthy habits and take an active part in mealtimes routines. They readily find their own name on a place mat, they take it in turns to give out the knives and forks, learning and using mathematical language such as how many more with increasing accuracy. Mealtimes are sociable occasions and actively encourage children's independent skills as children are able to choose what they would like to eat and serve themselves. Children know hand washing routines because staff sing a hand washing song at appropriate times. Children willingly engage in a wide range of physical activities, they have access to two outdoor play areas. These have a broad range of equipment to choose from. For example children search for mini beasts in the compost, jump in and out of the tyres and build with crates. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.



## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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