

The Cottage Nursery

1 Clarendon Road, Eccles, Manchester, Lancashire, M30 9AL

Inspection date	24/09/2012
Previous inspection date	18/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Practitioners have high expectations for children. They provide a wealth of interesting and challenging experiences which ensure all children make good progress in their learning and are well prepared for their transitions to other settings. Opportunities for children to play and extend their learning in the outside environment are equally strong.
- Children are happy, motivated and eager to learn. Practitioners listen perceptively and skilfully question children during activities to extend and support their learning. Children's language development is given a high priority and language delay is tackled early in the setting and with family involvement.
- Children, in particular babies, benefit from an excellent key person system. Individual care needs and routines are expertly implemented, consequently children form secure attachments that promote their emotional well-being.
- Leadership and management is strong. Effective systems inform the settings priorities for improvement and are used to set challenging targets.

It is not yet outstanding because

- Systems to reflect assessment of children's capabilities on entry, including parental contributions, are not yet robust enough to fully reflect the rapid progress children are making within the setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the three main play rooms, the outside learning environment and the gym club session in an additional room.
- The inspector held meetings with the newly appointed manager, the deputy of the provision and the qualified teacher.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in the self-evaluation form.

Inspector

Vickie Halliwell

Full Report

Information about the setting

The Cottage Nursery is situated in a residential area in the Eccles area of Salford and is one of two nurseries operated by the same provider. It occupies a large converted building, children are primarily cared for in three base rooms, and an additional three rooms are used for focused activities. Two further room are available on the first floor. Each base room has convenient access to an outdoor play space. The nursery is easily

accessible for all, including wheelchair users. Children come from the immediate and surrounding areas, and some commute to the area.

The provision was registered in 2004 and is registered on the Early Years Register. There are currently 64 children aged from three months to three years on roll. The setting supports children with English as an additional language. It receives funding for the provision of free early education for three-year-old children.

The provision is open 7.30am to 6pm, 51 weeks of the year, excluding bank holidays. There are a total of 25 staff, including a manager. Of the 25 staff employed, 16 are qualified, 12 of whom are qualified to level 3 and above, including two qualified teachers. Of the remaining staff four staff are currently working towards a childcare qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the assessment of children's capabilities on entry, including parental contributions, to provide a precise record of children's progress in all areas of learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Key members of staff skilfully model good quality teaching techniques to ensure children's enthusiasm for learning is embraced. Consequently, children are active and inquisitive learners; they confidently explore the rich learning environment and enthusiastically embrace new experiences. Practitioners listen perceptively and skilfully question children during activities to extend and support their learning. For example, whilst making shapes in the dough children explain they have made sharks which links to the 'under the sea' theme. Staff then ask open questions that encourage children to think about the personality and characteristics of their sharks.

The phonics sessions helps to further promote children's understanding of sounds and letters. As a result, rising threes and three-year-old children are confident with the sounds of initial letters along with the actions used to represent these sounds, and are able to identify specific objects that begin with the sound. Practitioners work closely and effectively with parents who are actively encouraged to support and compliment children's learning at home, for example, by helping children to find objects that start with the letter of the week to bring into nursery. Good systems are in place to engage parents and stimulate children's interest in books through 'sharing folders'. Each week children over two-years-old take home a self-chosen 'reading book'. Parents are encouraged to read and discuss the story, encouraging children to use the pictures within the book to tell their

own story. This is continued by practitioners who encourage children to share what they liked about the book within a small group of their peers.

Practitioners skilfully use babies self-chosen play, for example at the water tray, sand or looking at picture books to extend their vocabulary and introduce mathematical concepts as they play. Babies are encouraged to match shapes and staff excitedly make size comparisons with blocks, adapting the pitch and tone of their voice to engage children and sustain their interest. A well-resourced and stimulating learning environment, effectively promotes children's all-round development. The exceptional outdoor learning environment is very well utilised, giving children who prefer to learn and explore outdoors the opportunity to do so. Consequently, two- and three-year-old children excitedly put on wellington boots and waterproof clothing to explore and investigate during a heavy rainfall. Staff maintain their enthusiasm and fully support children as they play, weaving between plastic cones and investigating the wide range of surface textures. Staff effectively use the outdoor area to capture children's interests in stories, for example, using the wooden bridge to act out the 'Three billy goats gruff' or 'Going on a bear hunt'. 'Sound walks' and 'letter hunts' very effectively engage children and further support their emerging knowledge of letter sounds through active learning outdoors.

Secure planning and monitoring across all areas of learning ensure all aspects are sufficiently included. Practitioners sound knowledge of children's capabilities and targets helps to ensure that every opportunity is made to support and extend children's learning across all areas. Systems to assess children's starting points on entry and transitions across the provision are in place. However, systems particularly to assess children's capabilities on entry are not consistently robust. Consequently, whilst there is clear evidence that children are making very strong progress within the setting, it is difficult to securely monitor this in relation to children's starting points. Parents are routinely informed about their child's progress and how they can further support their child's learning and development.

The contribution of the early years provision to the well-being of children

There is a highly effective key person system in place to support the children's emotional well-being. Relationships and attachments between practitioners and all children are strong and are exceptional in relation to the very youngest babies. As a result, babies settle well because practitioners are familiar to them and have an exceptional knowledge of their individual likes, needs and routines. Babies are lovingly held by staff who maintain eye contact whilst bottle feeding and are gently rocked and nursed in preferred positions whilst they settle to sleep. Such secure attachments clearly promote children's emotional well-being and form a strong base for children's future learning. Children who are settled within the provision display a very strong sense of belonging. They confidently explore their surroundings and make meaningful choices about how and where they spend their time. Children are becoming increasingly aware of the importance of socially acceptable behaviour, for example learning to take turns and share resources. All staff are positive role models who consistently implement effective strategies to reward good behaviour and address unwanted behaviour.

Children's self-help skills are well promoted. The youngest children are able to select resources independently, whilst older babies show increasing hand-eye coordination as they learn to feed themselves. Children over two-years-old are well supported as they learn to pour their own drinks and rising threes are encouraged to serve themselves at meal times. Children are learning about the importance of personal hygiene and staff explain the importance of regular hand washing. High priority is given to children's safety both within the provision and whilst on outings. Children's behaviour shows they feel safe and secure and staff supervise children closely to ensure they use equipment safely and appropriately. Children's good health is very effectively promoted, they enjoy a range of healthy and nutritious meals and snacks and have excellent opportunities to be physically active both in and outdoors. Provision for children's physical development is enhanced by professional dance sessions and a 'gym club' which encourages children to experiment with new ways of moving. For example, a group of two-year-old children copy the movements of the instructor to 'side step' around the room, before waiting for their turn to reach up high and attempt a forward roll with the support of the gym instructor.

Children are valued as individuals and are learning to respect and value differences, which helps them develop a positive and caring attitude towards others. Resources which reflect positive images of race, culture, gender and disability are evident throughout the setting. There are no children attending who have special educational needs and/or disabilities. However, the staff and management are fully aware of the importance of working closely with outside agencies to support children's welfare and development.

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

Leadership of the setting sets high aspirations for quality. Recent changes to the management structure have been carefully considered by company directors and successfully implemented. The relatively newly-appointed manager has a clear vision for the future and is very committed to the continued professional development of the staff team. Effective systems ensure the accurate identification of priorities for improvement. Particularly in relation to the continuous monitoring and assessment of the educational programme and systems to further improve the monitoring and tracking of children under the revised Early Years Foundation Stage.

Children are effectively safeguarded. All practitioners have a secure knowledge and understanding of safeguarding issues and are able to implement appropriate procedures to protect children from possible harm. Recruitment and vetting procedures are secure and staff benefit from a well-structured induction process. Routine monitoring of staff practice ensures consistency in children's care. Management are mindful of practitioners' strengths when deploying staff within the setting. Consequently, key staff are effectively deployed to model good quality teaching practice and support the continuous professional development of staff within the provision.

Secure systems ensure that any children falling behind their peers or below their expected achievements are quickly identified and supported. Very effective partnerships with children's parents enable parents to play a full and active role in their child's learning.

Parents' views are sought informally through discussion and formally through satisfaction surveys and performance questionnaires. Practitioners create an environment that is welcoming, safe and stimulating where children enjoy their learning and make good progress.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY280485
Local authority	Salford
Inspection number	850295
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	103
Number of children on roll	64
Name of provider	Clarendon Cottage School Ltd
Date of previous inspection	18/11/2009
Telephone number	0161 789 3071

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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