

# Rose Cottage Farm Childrens Nursery

Rose Cottage Farm, Burnham Moor Lane, Edithmead, Burnham-on-Sea, Somerset, TA9 4HE

<b>Inspection date</b>	22/10/2012
Previous inspection date	05/01/2010

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

## The quality and standards of the early years provision

### This provision is satisfactory

- Parents are confident with the care and development of their children who settle well and enjoy coming to the nursery.
- Children form secure and close relationships with staff who know them well and are sensitive to their needs.
- Children regularly take part in active play in the well-resourced outdoor play area and weekly swimming lessons where they enjoy energetic play and learn new skills. Children investigate and enjoy the natural world in the Forest School.

### It is not yet good because

- staff do not consistently support children in their learning by asking open-ended questions to help them think
- when dressing for outdoor play, staff do not fully support children's growing independence
- children have limited opportunities to practise writing their names.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction in each of the playrooms and outside.
- The inspector spoke to the owner, the manager and staff and took account of the views of three parents spoken to on the day.
- The inspector looked at children's learning journals, planning records, the nursery's self-evaluation form and action plan.

### Inspector

Barbara Walters

## Full Report

### Information about the setting

Rose Cottage Farm Children's Nursery opened in 2001 and is privately owned. It operates from a barn conversion at Rose Cottage Farm, Edithmead, near Burnham-on-Sea, Somerset. Children are accommodated in two rooms with access to an enclosed outdoor area. There are approximately one-and-a-half acres of enclosed gardens to offer outside play. The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare register. The nursery serves a very wide area due to its location. There are currently 66 children from three months to five years on roll. The

nursery receives funding for the provision of free early education to children aged three and four years. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities. This nursery includes before and after school care, and holiday care. The nursery opens five days a week all year round, except bank holidays. Sessions are from 8am until 6pm with special arrangements to offer care from 7.30am. The nursery drops off and collects children from four local schools. The nursery employs eight staff to work with the children. All staff hold appropriate early years qualifications. The nursery receives support from the local authority advisors and has links with the local children's centre.

### **What the setting needs to do to improve further**

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

- develop effective learning by asking children open-ended questions to help them think
- develop the educational programmes for physical development by supporting children to develop their independence skills in dressing
- develop the educational programmes for literacy by supporting children in writing their own names.

### **Inspection judgements**

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

The staff team has an adequate awareness of the learning and development requirements and have recently developed new learning journals in line with the revised Early Years Foundation Stage framework. Key workers have a satisfactory understanding of where their key children are in their learning to promote their progress sufficiently.

In general, all children are included as staff adapt activities so that individual children are given opportunities to participate at their own level. For example, children enjoy helping to make the salt dough, taking it in turns to pour the ingredients and mix them together. They explore words, such as sticky, which promotes their language development. Staff help to encourage children's thinking by asking them questions about the activity and encouraging them to explore the texture at different stages and describing what it feels like. Staff offer a simple narrative to babies and describe what they are doing so they can begin to link words with actions. Staff generally engage with the children, involving them

in conversation and suitably supporting their language and communication abilities. However, this is not consistent across the nursery and some staff fail to effectively support children's learning by not asking open-ended questions to help them think and support their development.

Children play happily in the well-resourced nursery and there is a wide range of toys that suitably cover the seven areas of learning. Space is well organised and children enjoy playing freely. Tables contain toys and activities for children to self-select. Further resources, such as small world play, are stored in labelled boxes at child height. This supports children's self-selection of play opportunities and helps to build on their confidence. A small indoor-outdoor area allows the children the opportunity to experiment with water and sand. Children enjoy regular sessions in the Forest School to learn about the natural environment; they take part in a nature hunt and learn how to make bird feeders and plant trees. Children enjoy expressing themselves in painting activities and they explore with the use of colour and marks. Whilst children have sound opportunities to recognise their own name at registration and mealtimes, children have limited opportunity to write their own names with meaning.

Babies enjoy sharing a book with staff. They show interest as they match items to the pictures and skilfully turn the pages, looking to staff to confirm their achievements. They watch with curiosity at the sand which flows down from staff's hands and explore the texture of the sand with interest. Babies also explore a range of suitable toys and natural resources which help to support their developing independence and learning.

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

Children feel safe and secure in the nursery. Staff know the children well and are sensitive to their care needs. Young babies are gently comforted and distracted with toys to help them settle and their emotional needs are well met by the caring adults. Established routines, such as hand washing and cleaning teeth after meals, help the children develop sufficient health and self-care skills. However, children's independence in putting on their coats and wellington boots is not promoted by staff, who dress the children before outdoor play.

Staff take suitable steps to encourage children to have a positive attitude to healthy eating. An outside company provides a balanced range of meals which take into account children's individual dietary requirements. Children take part in some cooking activities and discuss the foods that are good for them. Children spend time outdoors on a daily basis. They enjoy a wide range of play equipment, such as wheeled bikes and balls. They confidently manoeuvre in and out of the cones. This helps to develop their coordination skills and build muscle strength. Babies drive to stand is encouraged by staff who soundly support their standing. Weekly visits to the local pool for swimming lessons help build children's confidence in water and provide energetic exercise. Staff suitably support children in their understanding of road safety, such as holding hands and walking sensibly on the pavement.

Children play well alongside other children. They show concern for each other, for example, by helping their friends to wash and dry their hands. Older children play reasonably well together and share their achievements. Staff plan time each day to be with their key group of children. They play games and children begin to understand the rules for working together, such as waiting to take turns.

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

Parents' views are gathered through questionnaires. Staff spend time at the end of each day talking to parents. This works sufficiently well to keep them informed of their child's achievements. The notice board contains a range of useful information so parents can see how children spend their days. Parents report that children enjoy coming to the nursery and they have confidence that they are well cared for and supported. New parents also receive a range of information about the nursery, including an informative prospectus.

Staff are keen and work closely as a team. The owner encourages staff in their personal development. The owner and manager discuss training opportunities at supervision and appraisal meetings. Overall, the manager and staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage framework. They provide a welcoming environment and a range of suitable activities to support children in their progress towards the early learning goals.

The staff team has a sound understanding of safeguarding procedures. All staff have completed a basic level of training and are in the process of revisiting the nursery policy and procedures for safeguarding children. The manager and owner have booked to attend a 'Safeguarding and Recruitment' course to ensure robust recruitment procedures are in place. The owner has a suitable understanding of her role and responsibilities within the early years provision. All staff undergo suitable vetting procedures and are appropriately qualified to care for children. The owner has recently completed a self-evaluation form and action plan, with input from the staff, which identifies their future plans for development and improvements. The owner is receptive to help from the local authority early years advisor and welcomes advice which will bring about improvements for the benefit of the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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	507985
Local authority	Somerset
Inspection number	814318

<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	55
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Janine Vowles
<b>Date of previous inspection</b>	05/01/2010
<b>Telephone number</b>	01278 793103

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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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