

Christmas Cottage Nursery

Christmas Cottage, Haw Lane, Bledlow Ridge, High Wycombe, Buckinghamshire, HP14 4JJ

Inspection date

28/11/2012

Previous inspection date

23/05/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff know the children well and form warm and trusting relationships with them. As a result, all children settle in quickly, gain confidence and are well motivated to learn.
- Staff develop their skills through undertaking additional training so that they can improve the learning opportunities they provide for the children.
- All children make good progress because staff provide exciting experiences and assess children's capabilities and interests accurately. As a result children are happy, they enjoy attending the nursery and are well prepared for the next stage of their learning.
- The manager and staff have a very close partnership with parents, who are well informed about their children's progress and confident that their children are safe and well cared for.

It is not yet outstanding because

- The manager does not compare the progress of different groups of children to ensure that they all progress as well as possible from their starting points.
- Children do not have ready access to a wide range of resources to support them in developing their independent problem solving and counting skills.

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 held discussions with the manager and other members of staff.
- The inspector observed children present playing indoors and outdoors and when engaged in different activities.
- The inspector reviewed children's records and a sample of other relevant documentation.
- The inspector talked with children present on the day of the inspection.
- The inspector talked to parents who were available during the inspection.

Inspector

Gill Walley

Full Report

Information about the setting

Christmas Cottage Nursery has been open for over 10 years. It operates from rooms on the ground and second floor of the nursery owner's home in Bledlow Ridge, near High Wycombe, Buckinghamshire. Children have access to a main playroom, a second playroom that is also used as the dining area, and cloakroom facilities. There are identified bedrooms on the second floor that are used for sleeping. The nursery is open each

weekday from 8am until 6pm. There is an enclosed outside area for children's play. There are currently 30 children on the roll in the early years age group. The nursery provides support for children with special educational needs and/or disabilities. The nursery opens five days a week, 51 weeks a year. Children attend from the village and local area for a variety of sessions. There are five staff who work with the children, all of whom hold relevant early years qualifications. The nursery is also registered on both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend monitoring procedures to check that all children, including groups of children such as the babies, are progressing as well as they possibly can.
- extend the programme for children's mathematical development by providing a wider variety of resources that will give allow children to develop their independent problem solving and counting skills, so they gain valuable skills in this area before moving on to school.

Inspection judgements

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

Children learn and develop through the generally very wide range of exciting activities provided by staff in the playroom and in the outdoor play area. All children, including the babies, make good progress. Resources are appropriate for their age range and easy to reach so that children can choose what they want to play with. Staff encourage children to use the garden regularly, so they develop their physical skills well. They learn a great deal about the world around them by growing fruit, vegetables and sunflowers. They also learn how to care for the pet rabbits and chickens. Children develop an interest in books because staff read them stories. They develop their early writing skills through meaningful tasks such as writing a menu or a shopping list in their role play. The environment is rich in print, such as labels on toy boxes, so that the children begin to recognise words. Adults talk to the children about their learning and encourage them to try new experiences. They ask probing questions. The older children also learn the sounds which letters make and apply this understanding well, for example, by thinking of words beginning with a particular letter sound. The children develop their understanding of number through counting games and rhymes and by talking about shapes and patterns. Despite this good practice, there are not as many toys for them to play with independently which can

reinforce this mathematical understanding compared with the toys available to support other areas of learning. There are many opportunities to explore sounds and textures, and also how materials such as sand can change when water is added. Children also learn about the effects of the wind, for example, by playing outdoors with bubbles. They develop their imagination well when they are playing in the role play kitchen or the castle, and children concentrate on the same activity for a considerable time. The children learn a variety of creative skills through painting, printing, collage and making decorations. While they are working adults talk to them to reinforce their learning, for example, by talking to them about colours and the effects of mixing paints. This increases their vocabulary as well as their speaking and listening skills.

They play very well together, sharing toys and taking turns. Their behaviour is exemplary, and the adults are very good role models. They have high expectations of the children and praise them constantly for their achievements so that they develop their confidence and self-esteem. Staff use positive language to help children understand how to make the right choices. Older and younger children share the same classroom so that the older children can nurture the younger ones. The youngest children are stimulated by seeing what the older ones are doing and how they are behaving, as well as through the good range of toys provided for them. Parents and children particularly like this arrangement and feel that it benefits all age groups.

Children who have special educational needs make progress in line with the others because the manager and her staff have good procedures for seeking the right support for them and for adapting the provision to meet individual needs. They know each child as an individual and understand how to move them on in their learning by planning specific activities. They also understand each child's particular interests so that they can provide learning experiences which they will enjoy. They carry out specific assessments, such as the two year progress check, so that any need for additional support for a child is discovered and acted upon promptly. This enables the children to acquire the right skills and attitudes for the next stage in their learning. The staff note the progress children make in each area of their learning but do not use this information to support their self-evaluation. They do not compare the progress of different groups of children to ensure that all are progressing as well as possible.

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

All children form secure relationships with the adults who look after them because of the emphasis staff place on knowing them as individuals. The nursery is welcoming and there are good routines, for example, at snack and meal times and times for going outside to play, so that children know what to expect. Although children have their own key workers, in this particularly small nursery all adults know and care for all of the children, so they are emotionally secure.

Each child has a daily diary where staff write notes about the child's day, their achievements and the next steps for their future learning. These dairies are taken home each day so that parents are fully involved in their children's development. These also help

parents to support their children's learning at home if they so wish. Parents value being able to share their child's achievements and experiences with the staff, who often plan specific activities for children to reinforce a skill which they have undertaken at home. These close links with parents help staff understand and follow the routines of the youngest children, so that they meet their physical needs well. This attention helps babies and toddlers feel settled and able to make the most of the new experiences offered as they explore their surroundings.

Children are extremely well supported when they first start attending so that they settle in well. The manager asks parents for detailed information about their children's routines and interests. This helps staff to plan activities they will enjoy. Children in all age groups happily explore 'messy' activities such as painting or water play. They know that they need to wear aprons and to wash their hands afterwards. Children move readily between the indoor and outdoor play areas eagerly choosing toys which appeal to them. They learn to use outdoor equipment safely. Staff intervene appropriately to encourage children to talk about their learning and to challenge themselves to try new experiences.

Older children learn to manage their personal care well through good support from staff. They know how to wash and dry their hands thoroughly and when they need to do this. They enjoy plenty of exercise in the outdoor area and they wear sunhats on extremely sunny days. Mealtimes are calm and very sociable occasions. Children enjoy healthy food choices and learn good table manners. The older children develop their sense of responsibility by being 'monitors' for pouring drinks or passing plates to one another. Adults support them well, for example, by giving them choices and by showing them how to use their cutlery. Babies develop their independence well by learning to feed themselves. Staff are vigilant in cleaning babies' hands before they eat.

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

The manager and her staff evaluate the provision regularly because the manager is ambitious and keen to make further improvements. They have developed the educational programme to include opportunities for children to develop their skills in all areas of learning, although that for mathematical development requires further attention. They have planned activities and provided resources which develop the children's early understanding of different cultures and celebrations. All staff, as well as parents, can access information about the nursery's policies and procedures easily. Staff are appraised and undertake training frequently so that they develop further skills. The nursery has met the recommendations of the last report, showing determination to drive improvement.

All staff understand how to keep all children, including the babies, safe in a range of situations. For example, required adult to child ratios are maintained well, staff supervise children closely and know how to manage emergency situations. They know how to reduce the risk of accidents when the children are playing outdoors or going out into the village. There are good procedures for times when children have accidents or need medication, and when new staff are appointed. Babies are monitored closely while they

sleep. Babies rarely crawl on the classroom floor beyond their own section of the room, and they are extremely well supervised within this area.

The nursery works very well with parents, who feel that their children are always safe and cared for well. They feel that they are well-informed about how their children are progressing. They appreciate being able to talk to any member of staff at any time about any query they may have. They feel that their children make good progress, especially in their social skills and self-confidence. They have confidence in the staff to care for their children extremely well.

The nursery seeks and listens to parents' views and responds to their suggestions. Parents can attend meetings to find out more about their child's development and the way the staff work with the children. Parents and other family members are welcomed in to talk to the children, for example, about the work they do or their particular skills. The nursery prepares children well for the next stage in their education, so that they make the move very smoothly and settle easily. The nursery works very closely with parents and other agencies in situations where children need additional support, for example, if a child needs medical intervention. This liaison ensures that every child can take part in the same activities and make as much progress as the other 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
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	140902
Local authority	Buckinghamshire
Inspection number	892641
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	12
Number of children on roll	30
Name of provider	Jenny Dexter
Date of previous inspection	23/05/2011
Telephone number	01494 481714

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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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