

Cottage Day Nursery

Smithy Cottage, Cuckoo Lane, LIVERPOOL, L25 3PL

Inspection date	07/01/2013
Previous inspection date	07/11/2011

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

- The enthusiastic and caring staff team ensure that children are warmly welcomed and that firm bonds with key persons are quickly established. This means that children are well supported. They enter the nursery happily and demonstrate a strong sense of security in nursery.
- Children enjoy their play and learning as staff have a good understanding of how to support them. As a result, children make good progress.
- Children are effectively kept safe through rigorous security of the premises and good supervision by staff.
- Parents are engaged well to share information about their children. They contribute regularly to their children's learning by completing 'weekend sheets' or meeting with staff when children move rooms to support transitions.

It is not yet outstanding because

- On some occasions during activities and discussions, staff do not ask questions that provide children with choices so they can extend the words they know and use.
- Children cannot independently access the full range of information and communication technology equipment that is available.

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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- During the inspection, the inspector viewed children's assessment and planning records. A selection of other pertinent documentation was also viewed.
- The inspector held meetings with the nominated person/manager and the deputy manager. He held discussions with staff during the time spent in the playrooms and outdoor play areas.
- Prior to visiting, the inspector viewed the provider's self-evaluation. During the inspection the inspector also interacted with children and spoke to parents.

Inspector

Frank Kelly

Full Report

Information about the setting

The Cottage Day Nursery was registered in 2007 and is run by a company. It operates from four rooms in a Grade II listed building, which is situated in the Woolton area of Liverpool. There are two enclosed areas for outdoor play. The nursery is open each

weekday from 7.30am until 6pm, all year round with the exception of bank holidays.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 73 children on roll, all of whom are in the early years age range. The nursery is not currently operating a service for children aged five and over. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications, one at level 4, four hold qualifications at level 3 and one at level 2. Two members of staff hold Early Years degree's, one of whom also holds Early Years Professional Status. Two members of staff are working towards a qualification and another is working towards an additional qualification.

What the setting needs to do to improve further

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

- extend staffs' understanding about how they can further extend and develop children's language for speaking by giving choices so children have opportunities to use a wider variety of words and have time to think, without being rushed towards answers too quickly
- improve children's opportunities to explore and operate information and communication technology equipment, such as karaoke machines and to use other resources, for instance digital cameras and the programmable bugs in the outdoor environment.

Inspection judgements

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

The nursery is well organised and teaching is good because the staff have an informed knowledge about how children learn and develop. Staff plan well for children's future learning by using their observations of the children and information they gain from parents when children first start. This helps them to gain an idea of the children's individual starting points and plan for their next steps of learning. Information sharing with parents is effective, with information for younger children shared through daily update sheets. Throughout the nursery, parents are encouraged to share information about what the children are doing at home, through the completion of 'weekend sheets'. Records of children's progress are recorded and regularly updated by staff. They are available for

parents to see if they wish. Staff create a summary of the children's overall progress when they begin to prepare to move into the next developmental group in nursery. A two-year developmental check has been created and is similar to that of the summary already used for when children move into another room. The staff demonstrate a clear understanding about how this should be shared with parents. They use it to identify children's current needs and establish plans for any support a child might require, as well as planning activities to support the child's future progress.

Children are enthusiastic learners and busy in their play as they go about their day. The staff's good understanding of how children learn is evident through the well-planned playrooms and the use of fun activities, which help children to use lots of different skills. For example, early walkers and crawlers clamber over the foam steps and do the actions to rhymes, such as 'Twinkle, twinkle little star'. This encourages them to develop their coordination and the use of large and small muscle groups. The older children under two years of age enjoy running around outdoors in the rain. They join in happily with staff at the table to use tools, such as cutters and rolling pins with the play dough. Older children from the pre-school room, whilst playing outdoors, create a bus by lining up the crates and then sitting in them. With good adult support they are encouraged to use their imagination and talk about where they are going. They announce it will be the 'Safari park' and talk about the elephant and tigers they can see. They learn about safety when they take turns to hold up a red or green bucket, which represents traffic lights. Toddlers develop their hand-to-eye coordination as they throw rubber hoops onto a cone. Staff help them to count the hoops and to take turns during this activity. This encourages children's early counting and their personal and social development.

Children's communication and early literacy skills are encouraged in many ways and all children have good access to lots of developmentally appropriate resources to make marks with, for example, crayons, pencils and paint. Staff read stories on a regular basis and there are lots of printed labels throughout the nursery. Place mats and name cards help children become familiar with their names. Consequently, older children show a keen interest in letter formation. They attempt to write their own names with pencils and the magnetic letters. Staff encourage children's language and communication very well by using lots of songs and rhymes. They talk with children throughout the day and during activities. This includes mixing the play dough, when they introduce new or less familiar words by asking the children if it is 'soft'. However, this results in the children responding with only a 'yes' or 'no' answer. Staff overlook opportunities to provide a choice and extend the children's range of words.

Staff support children well to be critical thinkers in other ways by providing lots of interesting or unusual equipment. For example, they have decorative boxes and bags that have different fastenings and ways of opening. Babies enjoy the repetition of opening and closing the doors of the playhouse and with adult encouragement they fit shapes into the shape sorter. Practitioners add things that instantly capture the children's attention, such as laying a large sheet of shimmering gold fabric on the floor. Children exclaim 'wow' and ask what it is for, beginning to create their own imaginative play. Others dress up by wrapping material around them as they play in the home corner with their friends. During their play they act out familiar experiences, such as pretending to have a shower, where one child says to another, 'Don't sing in the shower or you will get water in your mouth'.

Toys and books represent the diversity within today's society and help children learn about differences of culture and disability. Labels in different languages and books and newspapers with alternative scripts, such as Chinese, introduce children to the similarities and differences within their own and other peoples' cultures. Children's understanding of their local community and learning about their world are supported. This is done through trips out to local parks and the garden centres. They also learn how to keep themselves safe.

There is a good range of technology within the nursery, some of which is readily accessible, such as computers. However, other resources, including the digital cameras, programmable bugs and karaoke machines are not readily accessible to the children. This lessens the children's opportunities to explore how things work and operate. The staff have not fully considered how they could use this equipment to help children think critically or consider sustainability.

Staff use routines throughout the day to build on children's school readiness. For example, they sit for group activities, help to dress themselves or hang up their coats after outdoor play. At lunchtime children in the toddler and pre-school rooms help to set the tables and serve themselves very competently. Babies and younger children are encouraged to handle tools and be confident and exploratory in their play, which encourages them to be confident and eager learners.

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

Children's immediate needs are well attended to in this nursery. Staff are well informed about their needs, family events and routines. Staff are warm and affectionate with the children. They greet them with genuine interest and delight at their return after being off for the holiday break. They are attentive and play with the children on the floor, responding to the children's communication and interests. For example, when babies notice themselves in the mirror, the staff help them gain a sense of themselves. They encourage the babies to look at their features in the mirror. They invite children to come and have their nappy changed, talking with them and being gentle and encouraging. The children are relaxed and at ease in their care. They confidently explore their environment and express their wishes, which includes where and what they play with.

Staff work closely with parents to ensure that children's specific needs are known and attended to. They follow good hygiene procedures, such as cleaning their hands with antibacterial gels following the wiping of noses. The nursery is kept clean and staff talk to the children about why it is important to wash their hands before they eat. They remind children that they have been playing in the sand outside. Children are provided with regular drinks throughout the day and can access their water bottles at all times. Meals are prepared in the nursery and children enjoy their pasta shapes and bolognaise. Staff provide activities to help children learn about healthy eating including food tasting and displays. When some children suggest they do not like the 'mince', but their daddy does, adults suggest it is because 'daddy knows that it helps to make his muscles big and strong'. This provides interest for the children and helps to reinforce their understanding

of the importance of food and the benefits to their bodies, whilst making it personal to them. The staff ensure that all children access the outdoor area at differing points during the day to gain fresh air and stretch their muscles and be active. They enjoy running games, such as 'What's the time Mr Wolf?' and balancing along lengths of guttering. Indoors, the younger children join in vigorous action songs.

The staff's good examples of behaviour and the polite way they interact with the children means children are learning very well about how to share and behave towards each other. For example, when a dispute arises over the ornamental boxes, the adult engages the children. They are encouraged to look at the boxes and to consider whether one box will fit into another. The two children explore this together and through sensitive handling the dispute is resolved. The children demonstrate a strong sense of community and friendships are evident throughout the nursery, with children running up excitedly to greet their friends arriving. The nursery works very closely with parents for transitions through the nursery and on to school. This promotes effective partnerships and is actively supporting children so they are well-prepared for their next stage in their learning.

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

The staff demonstrate a good understanding of the legal requirements of the Early Years Foundation Stage and the steps and actions they must take to promote the children's learning and to keep them healthy and safe. The building is well maintained and equipment is safe and suitable for its use. Security is efficiently implemented and staff use electronic visual monitor's to check visitors. Good supervision and high positioned handles on doors help to prevent children from leaving unnoticed.

All policies have been amended to improve the way children are protected and safeguarded. For example, staff have recently updated their Criminal Records Bureau checks and there are rules regarding the use of cameras and mobile phones whilst in nursery. A secure recruitment procedure is in place and staff are provided with an induction that helps them to understand what and how things are done. Staff have undertaken training regarding the steps to follow should they have concerns about the safeguarding and welfare of a child. Consequently, they can explain with confidence, the possible signs of child abuse and who and how they should report their concerns to.

Arrangements for the update of fire safety equipment have been implemented and the detection systems are checked on a regular basis. The staff practise the evacuation procedures with the children frequently as a response to a recommendation from the last inspection. This means that staff and children are gaining an understanding of what to do in an emergency. Procedures for promoting the health of children are followed as required. Parents are notified about significant events, such as those relating to any incidences of infectious diseases, using information obtained by the Health Protection Agency.

The manager and the Early Years Professional responsible for the organisation of the learning and development for children have ensured that staff are kept up-to-date about

the changes to the law. The ways to track children's progress have been revised and updated appropriately. The manager oversees progress records regularly to ensure children are provided with good quality learning experiences. Staff meet with the manager regularly, to talk about their ideas and support their professional development. A training plan has been created so staff continue to develop their knowledge and skills to improve the care and learning for children. An annual review of the nursery is undertaken and plans for making improvements are created. The views of parents are sought through discussions and questionnaires.

Good information about the nursery and activities taking place are available to parents through displays and notices. A newsletter has been introduced and a suggestion box is easily accessible in the cloak area for parents to add their comments if they wish. The steps to take for working with other agencies and professionals to support children with specific needs are in place and reflect the local authority guidelines.

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	EY355293
Local authority	Liverpool
Inspection number	895640
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	73
Name of provider	Cottage Day Nursery Limited
Date of previous inspection	07/11/2011
Telephone number	01514289419

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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