

Dell Cottage Day Nursery

Inspection report for early years provision

Unique reference number	EY315470
Inspection date	29/01/2009
Inspector	Lorraine Sparey
Setting address	76 Walkford Road, Walkford, Christchurch, Dorset, BH23 5QG
Telephone number	01425 274411
Email	
Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Dell Cottage Day Nursery is a privately owned day nursery which opened in 2005. It operates from a converted house in Walkford, an area of Highcliffe. Children use three playrooms and a separate area for creative activities and eating. There are three secure enclosed outdoor play areas. The premises are located within walking distance of the local amenities. It serves the local area and wider community, and is generally accessible to all.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 20 children may attend at any one time. There are currently 43 children on roll, all of whom are in the early years age group, of these 21 children receive funding for nursery education.

The nursery opens five days a week all year round from 08:00 until 18:00. Children attend for full days or on a sessional basis.

There are six staff who work with the children, all hold qualifications in early years. The nursery receives support from the Local Authority.

Overall effectiveness of the early years provision

Children enthusiastically come into the setting and participate in a broad range of quality activities. They are developing good relationships with their peers and the staff who provide high levels of support and promote children's independence. Management and staff have devised systems to monitor and evaluate the provision and demonstrate a positive approach and capacity to continuously improve. Children's individual needs are well catered for throughout the nursery. Generally the space and routines support children's learning and development.

What steps need to be taken to improve provision further?

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

- ensure that the observations and assessments are used to effectively plan the next steps in children's learning
- ensure that the space and routines support the needs of all children with particular regard to younger children.

The leadership and management of the early years provision

The management and staff are developing systems to continually evaluate and monitor the provision offered. They have used self-evaluation forms and visits from the local authority consultants to review the whole of the provision. Parental questionnaires provide opportunities for them to be involved in the evaluation process. A recent audit identified that parents would like more information about

what their children have been doing during the session. This has been addressed and new daily information slips record more detailed information with regard to activities and routines. Recommendations from previous inspections have been successfully addressed improving the outdoor play opportunities and children's health and safety within the setting.

Staff place a high emphasis on working in partnership with parents. They actively share information on an informal and more formal basis. Regular meetings provide opportunities for parents to view their children's records and talk to their child's key person. Parents are encouraged to be involved in the nursery and several have taken up the opportunity of reading stories with all the nursery children. Other parents have brought in pets to support themes and develop the children's interests. Management and staff have devised some effective procedures to liaise with other settings. The management initially send a letter requesting the child's key person liaises with the nursery's key staff. This has been particularly successful with some settings in the local area however others are less forthcoming.

Staff demonstrate clear knowledge and understanding of safeguarding. Recently updated policies and procedures provide staff and parents with information about their role and responsibility. Risk assessments are generally completed to ensure children's safety whilst in the nursery's care. However, the new outdoor area has not been appropriately risk assessed with particular regard to the younger children.

The quality and standards of the early years provision

Children confidently come into the setting and are keen to participate in the broad range of activities. Staff provide a balance of child led and adult led activities to support children's development and learning. Children enthusiastically join in with sounds and letters and show obvious enjoyment when they succeed. Their language skills are developing well through staff continually talking and listening, showing a genuine interest in what the children say and do. Children's individual needs are generally well catered for. They use various areas within the nursery throughout the day. However, the younger children have less opportunities to be creative and to play outside than the older children. Staff plan specific opportunities to allow younger children to use the outdoor areas however this is often linked to times when the older children are also playing outside. The older age group have the opportunity to free flow from the play room to their own outdoor area. They enjoy developing their creative skills. For example, some children participate in free painting, whilst others actively paint an ox as part of Chinese New Year celebrations. Several children describe their rockets and staff use effective questioning to talk about where their rockets could go. A child explains his rocket is going to planet X. Staff use this opportunity to extend children's learning.

Staff demonstrate a good knowledge of children's individual needs and abilities. They complete regular observations which are used to inform their assessments of each child's abilities and stage in their learning. However, there is no uniform approach and staff transfer this information at different times resulting in some children's files being more complete than others. There is no clear link between

how this information is used to inform the planning to ensure that staff are maximising learning opportunities for all children.

Children's understanding of supporting their own health is good. They participate in physical activities and talk about how their heart changes rhythm as they exercise. Their health is supported through healthy and nutritious meals and snacks provided by the nursery staff. Children are beginning to understand how to support their own safety. Staff give clear explanations. An older child offers a younger child a helmet to put on their head whilst they are riding the bike. They explain that if they fall off they will not hurt their head. Staff continually praise children and generally their behaviour is good given their age and stage of development. Younger children are learning how to share and consider the needs of others. Children have opportunities to learn about the wider world through well-planned activities. A father visits and teaches the children French. He reads the story capturing the children's attention, giving good explanations between the French and English languages.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met