

# Cottage Day Nursery (The)

3 Lower Stone Close, Frampton Cotterell, Frampton Cotterell, Bristol, Avon, BS36 2LG

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 17/04/2013 |
| Previous inspection date | 09/08/2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| 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 follow children's interests and plan activities to extend their learning so they are making good progress in their development.
- The nursery works well with parents to support children's individual needs and children feel safe and secure.
- Staff interact well with the children and are responsive to their needs.
- Children bring their fruit for snacks, so they develop a good understanding of making healthy choices.

### It is not yet outstanding because

- Not all staff consistently offer open-ended questioning to extend children's thinking and problem solving skills.
- Staff complete small tasks for the children, therefore limiting their developing independence.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector examined a sample of children's learning profiles and records.
- The inspector spoke to the managers and staff and took account of the views of three parents spoken to on the day.
- The inspector observed children's activities and completed tracking of individual children.
- The inspector completed a joint observation with the manager.

## Inspector

Barbara Walters

## Full Report

### Information about the setting

The Cottage Day Nursery opened in 1997. It is situated in the village of Frampton Cotterell, South Gloucestershire and operates from a converted, detached Victorian house. The nursery is open each weekday from 7.30am to 6pm excluding public holidays. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 71 children from three months to five years on roll who attend a variety of different sessions. The nursery provides free early education for two, three, and four-year-olds. There are 15 members of staff, 11 of whom hold early years qualifications. They are supported by two cooks. Both managers have a level 4 qualification in Children's Care, Learning and Development.

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

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

- encourage children's thinking and problem solving by, for example, asking open-ended questions
  
- support children in developing their independence, for example, by dressing themselves and preparing their snacks.

## Inspection judgements

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

Staff are receptive to children's individual needs and routines. Children play happily in well resourced and bright rooms. Staff set out activities so children are able to independently choose their own play. Staff explain to the children what they can play with and support them to choose their activities. For example, children enjoy decorating cardboard hats and explore colour and textures such as tissue paper, stars and cotton wool. Staff acknowledge children's interests, join in their play and talk to them about what they are doing to sustain their interest. Children are proud of their achievements and they have the time and freedom to be involved and finish their tasks. For example, staff plan snack time so children are able to complete their activities before they eat. Therefore, children develop a positive attitude towards their learning and make good progress across the seven areas.

Staff interact well with the children and are involved in children's play, which effectively promotes their confidence and concentration skills. The pre-school children sit together for

circle time. Staff use a picture book to ask them how they are feeling and show high respect for their views. This helps children to begin to understand emotions and discuss their feelings in safety. Staff have a good understanding of what they want children to learn from their free play. Children enjoy spending time exploring and practising their skills. Staff demonstrate well how to do things, such as looking for pebbles in the sand and exploring measure and weight in water play. Staff use the opportunity to introduce simple counting of the pebbles and exploring weight and capacity such as 'heavy' and 'empty'. Staff are attentive. They encourage children on the outskirts of the activity to join in, offering them one-to-one support to develop their confidence. Staff praise children's efforts and achievements well, promoting their self-esteem and interest in their play. However, at times staff are inconsistent in offering open-ended questions to encourage children's thinking and ways to solve problems.

Children enjoy regular play in the fresh air. They enjoy using different sized paint brushes and water and begin to distinguish between the different marks they make. The recently renovated outdoor area contains a wide variety of exciting new equipment for children's play, such as climbing and balancing ropes, slides and different size tyres. This encourages children well in developing their physical skills. Staff join in their play, making a den and being part of their imaginary play.

Staff settle children into the nursery according to their individual needs and they feel safe and secure. Babies and toddlers are gently comforted and reassured by staff as they fall asleep. There is sensory area with different everyday objects for toddlers to explore and develop their senses. For example, young children experiment with small blocks of wood and a cone, and show wonder as they drop the wood through a cardboard tube. Babies benefit from staff who understand and meet their needs. Babies watch with curiosity as staff sing songs. Staff engage in elaborate actions to encourage babies and young children to respond, and they laugh with delight.

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

Relationships between staff and children are a key strength of the nursery. Staff meet children's needs well if they become upset. They snuggle into staff and enjoy the close physical contact and reassurance this provides. Young children benefit from individual attention which develops their sense of security.

Children benefit from nutritious meals that are cooked on the premises. The cook ensures that children have varied and well planned meals so they experience different tastes and textures. Children begin to develop a good understanding of making healthy choices in the foods they eat by choosing their fruit to bring from home for their snacks. Children follow good routines such as washing their hands before eating. Easy accessible soap, water and towels support children well to develop their skills in self-care overall. . However, staff tend to complete small tasks for the children, such as putting on their coats and cutting their fruit. Consequently, this impacts on children developing further independence skills. Children spend time outdoors on a daily basis and physical play through movement sessions to wake them up in the morning. This helps children understand that exercise is

an important part of a healthy lifestyle.

Staff implement good routines and gently remind children to help them learn about safety in the nursery. For example, children line up to go out in the garden and know not to kneel on their chair. Children begin to show responsible behaviour in keeping their nursery clean and safe by tidying away the toys and helping to sweep the floor.

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

Staff continue to develop their childcare knowledge for the benefit of the children. For example, following the local authority network meetings, staff introduced natural materials into the outdoor area for children to explore. The baby room has developed a black and white area to develop children's visual stimulation. The managers demonstrate a commitment to the continual improvement of the nursery. They have begun to use the local authority quality assurance scheme to help them effectively evaluate their practice. They have developed the outdoor play area to contain a range of interesting activities to motivate children in their learning.

The managers demonstrate a secure understanding of their responsibilities with regards to the delivery of the Early Years Foundation Stage framework. This includes monitoring staff practice and reviewing the children's learning journals. Overall, this ensures the effective delivery of the educational programme and children are making good progress in their learning and development.

Staff have a good understanding of the safeguarding and welfare requirements. Managers implement robust recruitment procedures to help ensure staff are suitable to care for children. Staff are confident in how they will safeguard children and the procedures to follow if there are any child protection concerns. Staff maintain an accurate accident and medication record, giving parents a clear picture of any action taken to support children's welfare. The manager regularly reviews the accident records to ensure hazards to children are kept to a minimum.

Staff pay good attention in promoting partnerships with parents and carers. Staff implement effective and thoughtful settling in procedures which include parents' input. This ensures that children are well supported and feel secure. Staff keep parents well informed of the activities their child has participated in and news about the nursery. Parents feed back that staff provide a homely and comfortable learning environment and work closely with the parents to meet the children's needs. Parents are encouraged to share their views of how the nursery can make improvements during the parents evening. The nursery has developed joint reports with other settings that the children attend to ensure they receive consistency of care and learning.

## 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 action. 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

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Unique reference number</b>     | 136094                      |
| <b>Local authority</b>             | South Gloucestershire       |
| <b>Inspection number</b>           | 909577                      |
| <b>Type of provision</b>           | Full-time provision         |
| <b>Registration category</b>       | Childcare - Non-Domestic    |
| <b>Age range of children</b>       | 0 - 5                       |
| <b>Total number of places</b>      | 45                          |
| <b>Number of children on roll</b>  | 90                          |
| <b>Name of provider</b>            | PS & BJ Draisey Partnership |
| <b>Date of previous inspection</b> | 09/08/2011                  |
| <b>Telephone number</b>            | 01454 777900                |

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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, which are usually the childminder's 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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