

Kings Cottage Nursery

Unilever Research Site, Colworth Road, SHARNBROOK, Bedford, MK44 1LQ

Inspection date	02/05/2013
Previous inspection date	29/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All children, including those with additional needs make very good progress in their learning and development because staff have an excellent understanding of how to support them.
- All children, especially babies, are shown exceptionally affectionate care by staff who nurture them very well.
- Children are independent and curious, they explore their environment with enthusiasm because staff have very high expectations for them.
- Children settle very well because staff are pro-active in helping families to adjust to starting at nursery.
- The new manager demonstrates inspirational leadership that has brought about significant improvement to the quality of care for children.
- Robust and fully embedded ways of assessing risks mean that children enjoy a safe and secure environment at all times.
- The excellent relationships the nursery builds with parents and other professionals helps to make sure that all children reach their full potential at the nursery.

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.

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 and staff engaged in activities in all rooms and outdoors.
- The inspector had discussions with parents, staff and children to gain their views.
- A meeting was held with the manager and area manager.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.

Inspector

Hayley Marshall

Full Report

Information about the setting

Kings Cottage Nursery is part of the Bright Horizons Family Solutions Group and opened in 1990. Bright Horizons Family Solutions Ltd run a chain of childcare establishments across the country. The setting is located in a converted pair of semi-detached houses which has been extended, within the grounds of Colworth House in the rural village of Sharnbrook, Bedfordshire. It is a client based nursery with some spaces available for the local community. There are two enclosed areas of garden and the nursery uses the extensive grounds of the country house. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm all year round, except for bank holidays.

There are currently 94 children aged from eight months to under five years on roll. The nursery provides funded early education for two-, three- and four-year-old children. Children come from the local and surrounding areas. The nursery currently supports a number of children with special educational needs/or disabilities and those who speak English as an additional language. The nursery employs 18 members of permanent staff and nine bank staff. The manager has Early Years Professional Status and twelve staff have a relevant level 3 qualification. A further member of staff has a relevant level 2 qualification in childcare. The nursery employs a chef and catering assistant.

What the setting needs to do to improve further

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

- further increase children's excellent independence, such as by finding ways to involve them in applying their own sun cream and recording doing so.

Inspection judgements

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

Children are enthusiastic about their learning at the nursery. They explore the environment with excitement because of the excellent range of activities staff plan for them. Planning is fluid to follow children's changing interests and based upon observations of children's next steps in learning. Staff have very high expectations for all children and as result, they experience superb challenge. All children, including those with special educational needs, make significant progress in their learning and development. Staff adapt their interactions effectively to ensure children receive high levels of targeted support to help them reach their full potential. Activities are engaging and capture

children's interests. For example, pre-school children practise their emerging skills in writing in a wealth of ways. They explore pebble letters, and gel filled letters tracing each letter with their fingers. They use this understanding of letter formation to write with purpose, as they make lists and write labels on resources. Children develop excellent communication and language skills. This is because staff have an excellent understanding of how to support them. Staff engage in conversation with children extending their thinking through effective questioning. Staff pause and allow children to think about their responses. In this way, children understand how to communicate and propose differing ideas as they increase their creative thinking. Staff model the language young children use and repeat sounds and phrases. This helps babies to make rapid development in their speech. Children who speak English as an additional language quickly develop their understanding because of the rich interactions they have with staff.

Children make excellent progress in their physical development because staff encourage them to use tools, such as pens, scissors and paintbrushes from a young age. As a result, children become highly adept at writing and creating using scissors and glue. They display high levels of interest when they play outside. They climb on stepping stones and move milk crates imaginatively to make trains. Children use water and paintbrushes to paint the fence and play houses. While doing so, they observe features in the garden, such as shapes. Children recognise that arch shapes are similar to rainbows and excitedly point these out to staff.

The genuine affection and care staff show children helps them to flourish at the nursery. This builds their confidence as they eagerly participate in the activities available for them. The exceptional support staff give children means they display motivation and a quest for discovery. Their inquisitiveness and fascination for finding out about the world around them equips them superbly for their future learning. Children are proud of what they achieve because staff praise them warmly for their efforts and value what they do.

Parents have high levels of involvement in their children's learning. They make significant contributions towards children's learning stories that help staff to accurately assess children's progress and build upon their interests. Parents are able to support children's development at home, because they know what children are learning at nursery. They contribute towards planning by sharing their ideas and offering suggestions. These brilliant partnerships enhance children learning and development.

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

Staff build very close relationships with children. They understand that families need a period of adjustment to starting nursery. Staff encourage parents to stay with children until they settle. This helps children and parents to feel confident and secure as they move between the home and nursery. Children are very affectionate with staff showing their attachment to them. Babies cuddle up close to staff when they are tired and fall asleep on their laps. The soothing and calm environment means that the needs of all children, including very young babies are met exceptionally well. Children feel safe because they learn about safety with the nursery toy zebra which staff use to explain risks.

Children are very confident and independent in their play. They put on their own coats before playing outside and serve themselves at lunch time. Staff ensure children know the risk of sun burn by applying sun cream for them when they play outside.

The nursery chef prepares nutritious meals that are balanced and meet children's individual requirements. While eating their food, staff talk to children about what they are eating. The recent introduction of an allotment helps children to understand how food is grown. They learn about different fruit and vegetables that are good for their health. Children play outside and explore the grounds in which the nursery is set. These enriching experiences give them an excellent understanding of how to enjoy exercise which promotes their well-being and good health. Children play extremely well together. They share resources and take turns. This is because staff are good role models and praise children's good behaviour readily.

Staff prepare children well for change. Consequently, children are happy to follow their well-known routine. They are very happy to lay down for a nap and older children rest when they are tired. Staff prepare children equally well for bigger changes, such as starting school. This is because they have forged good links with local schools and share detailed information about children's progress.

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

Staff follow clear and concise policies and procedures that support their work. This means that they have a very good awareness of how to keep children safe at the nursery. The nursery has a 'team around the nursery' approach to safeguarding. This helps all staff and parents to clearly identify the staff who deal with safeguarding should they have a concern. Staff supervise children closely ensuring they have freedom to experience risk and challenge in a measurable way. There is a thorough induction procedure for new staff. This helps to ensure that those who work with children are suitable to do so. Bank staff provide continuity for children as well as being familiar and suitably checked for staff cover at short notice.

The new, highly qualified manager strives for excellence. She inspires the committed staff team to seek further improvements in quality for children. The exceptionally strong drive for improvement is reflected in the extensive self-evaluation that highlights strengths and areas for improvement. The senior leadership at the nursery are uncompromising in their pursuit of high quality care and place sharp focus upon weaker areas. This means that the nursery has made significant progress and shows an outstanding capacity to maintain this in the future.

Management take staff supervision seriously and take swift action to address under performance. Monitoring of staff is effective in identifying training needs and communicating the same high standards in practice. As a result, the staff team are happy and work extremely well together. This means that staff continue to seek to improve their

knowledge and skills and this has a positive impact upon children.

The quality of teaching and learning at the nursery is very high. This is because staff have extensive knowledge of how children learn and observations are accurate. Staff use observations and their very good understanding of children's individual needs to plan an enriching programme of learning. Assessment is finely tuned and takes into account the views of parents and others who provide care for children. When staff identify children need additional support they quickly access this in partnership with parents. The progress check at age two is particularly effective in communicating children's progress to parents. Therefore, staff are confident in their outstanding ability to support children to reach their full potential. Parents appreciate the efforts of staff. They feel that the nursery is homely and the care staff provide is extended to families as well as children. Therefore, parents are highly complimentary about the nursery and its staff.

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 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

Unique reference number	219173
Local authority	Bedford Borough
Inspection number	915841
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	94
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	29/05/2009
Telephone number	01234 222589

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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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