

# Country Cottage Day Nursery

194 Butchers Lane, Mereworth, Maidstone, Kent, ME18 5QE

<b>Inspection date</b>	05/06/2013
Previous inspection date	29/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are happy and settled because of the excellent relationships between the staff and children supporting their personal, social and emotional development.
- The key person system works well to identify children's individual needs and put in place tailored programmes of support for individual children.
- Partnership with parents is excellent, helps staff to meet children's individual needs and promotes continuity of care.
- The nursery is bright and welcoming, with a wide range of resources, providing an effective learning environment for children.

### It is not yet outstanding because

- The organisation of books does not always enable children to make choices easily.
- Routines at meal times do not always promote children's understanding of healthy eating or provide a choice of food.

## 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 spent the majority of the inspection observing the children and staff.
- The inspector sampled documentation, policies and procedures, including processes for safeguarding.
- The inspector carried out several short joint observations with the manager.
- The inspector obtained parental views through discussions on the day of inspection and pre-completed questionnaires.

## Inspector

Jane Wakelen

## Full Report

### Information about the setting

Country Cottage Day Nursery first opened in 1994 and re-registered under new management in 2004. The setting operates from two rooms in the extension of a detached house in Mereworth, Kent. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The premises are accessible and all children share access to an enclosed outdoor play area.

The provision is registered on the Early Years Register. There are currently 28 children aged from six months to under five years on roll. The nursery receives early education funding for three- and four-year-olds. Children attend from the local area and wider communities. The nursery currently supports children with special educational needs and/or disabilities and children with English as an additional language.

There are five members of staff, including the owner of the nursery. Four of these, hold relevant early years qualifications to level 3.

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

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

- improve routines at lunch time to promote children's understanding of healthy eating
  
- improve the organisation of books to enable children to make choices easily.

### Inspection judgements

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

Children are happy and settled and make good progress in their learning and development. Staff have a well-developed knowledge of the requirements of the Early Years Foundation Stage and plan stimulating activities to engage children's interests. An effective key person system is in place enabling the staff to know their children exceptionally well. As a result, they are able to plan individual programmes to support children's individual learning and development needs, including recording information for the two-year progress check. Special educational programmes are implemented effectively, with support from outside agencies to provide achievable targets for some children.

Children enjoy opportunities to move between the indoor and outdoor area throughout the day. Some children choose to play in the role play area, playing cooperatively with their peers whilst developing their imagination. Staff provide appropriate resources to support their play and vary this according to children's needs. Creative play is offered on a daily basis, with children enjoying printing shapes in the paint to gloop and flour play. The youngest children are also given opportunities for messy and sensory play. They enjoy exploring the flour with their hands, often becoming completely covered. The youngest children show confidence as they explore the garden, crawling round and pulling themselves up on the different toys and resources. They show fascination as they watch the older children play, which also enables them to be with their older brothers or sisters.

Children show a good recognition of the written number. They are able to identify numbers out of sequence and often relate them to a familiar number, such as their age. Children count confidently as they play. They are beginning to use mathematical language in their play. For example, children compare the length of their daisies with the help of an adult. They talk about long, longer and short. They blow bubbles in the water with the straw and talk about who has the biggest bubble. Many children are able to name shapes as they play with the dough, and often relate these shapes to an object. For example, 'I have made a yellow circle, like the sun'. Children demonstrate good communication skills as they talk to each other when playing or confidently talk to the adults. They are able to describe what they are playing with or talk in detail about their family. Staff aim to use open-ended questions to extend children's vocabulary, taking into account the age and stage of development of the children. For example, the staff talk in simple sentences to the very youngest children, using single words when pointing to objects to support children's understanding. Children with special educational needs are supported extremely well, with the staff showing a good understanding about promoting language and communication.

Staff provide children with good opportunities to develop their large and fine physical skills. In the garden they dig in the soil, balance on the tyres or climb on the wooden pirate ship. They have space to move around freely, using sit and ride toys or scooters demonstrating their developing spatial awareness. Children enjoy opportunities to explore the garden, showing enthusiasm and good listening skills as they follow instructions. They play around the trees and use more challenging play equipment, as their confidence grows, with the support of an adult. Children use their hands to pinch, shape and mould the dough demonstrating good control. They hold their pencils well, with good hand and eye co-ordination. Staff encourage children to begin to write letters from their name with some of them naming the letter sound. They are enthusiastic about books and stories and have access to a good range of books. However, the shelves have so many books, that sometimes it is difficult for children to find their favourite one.

Children demonstrate a good knowledge of the world they live in and enjoy learning. Staff are enthusiastic to share information with the children, providing resources to support this. For example, children enjoy using the magnifying glasses to look at bugs more closely around the garden. They help to feed the nursery pets such as the rabbits, guinea pigs and fish, developing their understanding about caring for living things. Opportunities to dig and plant vegetables and flowers, such as sweet peas and strawberries, further extend children's knowledge of the world around them.

Partnerships with parents are extremely good. Staff show a strong understanding of the importance of involving parents in their child's learning. As a result, parents feel well-informed about their child's development and have access to their development records. Parent consultation evenings have recently begun following requests from parents on a questionnaire. This has provided further good practice in sharing information. Parents are provided with regular newsletters and the daily opportunity to talk.

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

Parents remark on the effective key person system in place. Each member of staff works as a key person to a small group of children, providing a tailored programme of activities and support. The excellent relationships between the staff and the children enable children to flourish and grow in confidence, building their self-esteem. For example, children carry their comforters with them, such as a favourite teddy or blanket when in need of reassurance. Staff understand the importance of this enabling children to feel safe and secure. Children are encouraged to develop their independence, washing hands and putting their coats and shoes on with support from the staff. They encourage children to sit together at lunch times, with the youngest children learning the routine from the older children. Children behave very well. They understand the rules of the setting and happily play alongside their peers, taking turns and sharing the toys. On the rare occasion a dispute occurs, staff deal with this calmly and help children to understand how to resolve the dispute themselves. Occasionally, this results in the staff providing additional equipment to enable all children to play.

Children have good opportunities to learn about living a healthy lifestyle. They are encouraged to be active learners with continuous opportunities to play outdoors. Children benefit from fresh air and exercise with a specific sports session once a week. Children learn good hygiene procedures to keep them well, such as washing hands before eating and after toileting. Staff provide good role models to the children, implementing effective hygiene routines for nappy changing and food preparation. A planned menu is in place to provide a balanced diet. However, meal times are not promoted as a time for children to help lay the table or learn about healthy eating because staff do not provide children with information about their meal, until it is served in front of them. The menu does not enable children to make choices or request an alternative.

Children demonstrate a feeling of being safe as they happily approach the staff for a cuddle, or ask for help with an activity. The staff help children to keep themselves safe by offering gentle reminders throughout the day. For example, children are reminded about taking it in turns on the trampoline and that the zip must be done up. Children are able to take considered risks on larger climbing equipment, but are encouraged to hold on to the side and to be careful on the step. They are reminded about not running indoors in case they fall over and hurt themselves. Staff have a good awareness of safety and have put measures in place to minimise hazards to children. For example, food temperature is tested with a thermometer to protect children's health, and a stair gate is put across the baby room to prevent children crawling near the door.

Children have access to a good range of resources and toys, both indoors and outdoors. They can choose from those activities pre-selected by the staff on the tables, or can request alternatives from the clear storage boxes. Staff support children in their play, but allow children to lead the activity. Consequently, children show good concentration. A member of staff and child will often extend the activity together, through a shared thought process.

Children are well prepared for their move to school. Parents and the key person work together to ensure the child is supported in gaining the necessary skills needed for this move. For example, children's independence in dressing is encouraged, together with recognising their name and becoming familiar with numbers and letters. Children develop their listening skills and concentration in preparation for further learning. The move is further supported by contact with the local schools to keep the school staff informed of each child's individual needs.

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

The provider has a good understanding of the responsibilities of her nursery in meeting children's learning and development requirements. She is caring, and motivated to provide good quality care alongside her enthusiastic team of staff. She meets regularly with her staff team to discuss the children, the routine and activities to enable them to work effectively to meet children's needs. The team of staff are well qualified with regular training encouraged to further enhance their knowledge.

The provider has effective systems to monitor the educational programme. She demonstrates an accurate understanding of the strengths and areas to further develop in her nursery. The provider works as part of the staff team, enabling her to develop a good relationship with the children and support staff in identifying or supporting children's specific needs.

Safeguarding is promoted well within the setting. Children are well supervised and ratios are met at all times. All staff have either attended training externally or through in-house training to promote their understanding. All staff show a commitment to keeping children safe. They know the procedures they would follow if they have any concerns about children in their care. A well written policy is in place and shared with the parents to keep everyone informed of the requirements. All staff members have suitability checks carried out before starting at the nursery to protect children in the setting.

The provider carries out self-evaluation taking into account the comments from staff and information from parental questionnaires and children's views. Parents are encouraged to complete an annual questionnaire to share their comments about the nursery. Alongside these views, children are encouraged to talk about what they like to do, or activities they would like provided. Staff also use observations of children's play to further inform the self-evaluation. Consequently, the self-evaluation is used successfully to drive continuous

improvement. For example, a development plan was devised to promote children's use of mathematics and implement parent consultation evenings. As a result, improvement is focussed on meeting the needs of children and parents.

Relationships are well established with outside agencies to provide effective, tailored support for those children with special educational needs and/or disabilities. The manager and special educational needs coordinator work with the key person, parent and professionals to devise a programme for each child. Staff carefully monitor and review these to maintain ongoing improvement. Partnerships with local schools are also being developed to support children's move from the nursery to school.

## 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>	EY298180
<b>Local authority</b>	Kent
<b>Inspection number</b>	918290
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Claire Ruth Dolley
<b>Date of previous inspection</b>	29/01/2009
<b>Telephone number</b>	01622 812013

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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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