

# Children's Cottage Day Nursery

Clavering Primary School, Stortford Road, Clavering, SAFFRON WALDEN, Essex, CB11 4PE

## Inspection date

05/06/2013

Previous inspection date

03/11/2009

## 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 outdoor area and resources are used well to support children to explore and learn about their environment; through digging, planting and caring for seeds.
- Staff undertake observations on children when they first start to gain a baseline assessment which gives them a clear picture of their capabilities and starting points to help inform the planning for children's future learning. Through effective planning and assessment and good quality teaching, children make good progress in their learning development.
- Children have developed good self-care routines through hand washing, feeding themselves and older children collect plates and cutlery, promoting their independence.
- Children are well prepared for school as there are good links with other settings and teachers who come in to meet the children. Children visit the school which supports effective transitions.

### It is not yet outstanding because

- There is scope to extend the already good systems for performance management even further, to help raise children's achievements even more.
- Procedures to help parents understand how strong foundations in their home language supports their child's development of English, are not fully established.

## **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 observed activities in both rooms and the outside play area.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at planning, children's learning journey records and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector took into account the views of several parents spoken to at the nursery.

## **Inspector**

Debbie Kerry

## Full Report

### Information about the setting

Children's Cottage Day Nursery was re-opened in 2009 on the Early Years Register and is a privately owned nursery. It operates from a two storey house based in the grounds of Clavering County Primary School in Clavering, Essex. Children have access to a fully enclosed outdoor play area.

The nursery is open each weekday for 51 weeks of the year from 8am to 6pm. Children attend for a variety of sessions. There are currently 36 families attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting serves a wide catchment area. A small number of children attend other settings such as local pre-schools. The setting maintains appropriate links with the school on which it is sited.

The nursery employs seven staff members, five of whom hold a relevant childcare qualifications at level 3 and one holds a qualification at level 2. One staff member has achieved Early Years Professional Status.

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

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

- develop further the programme of support for children who speak English as an additional language, for example, by helping parents to understand how strong foundations in a home language support their children's development of English
- extend the already good systems for performance management even further to ensure that all staff members benefit from ongoing support to raise children's achievements even more.

## Inspection judgements

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

The babies and toddlers enjoy singing activities as staff sing their favourite songs and rhymes. Staff support toddlers to pull themselves up to standing and they hold babies hands, supporting them to walk around to develop their muscles and strength. Older or more able children are able to take risks in a safe environment. For example, they are well

supervised as they climb the tree and use their full concentration as they balance on a low branch, looking for leaves and seeds to collect. Some children skilfully negotiate their way around toys and equipment as they use their muscles to pedal tricycles and develop their co-ordination as they use balance bikes.

Children learn a range of skills in readiness for their eventual move into school. For example, children access chalks to make marks on the ground outside and use coloured pencils in their drawing and colouring. This helps them to develop their pencil control. Staff interact well with children to foster their language and communication skills in readiness for school. For example, staff in the baby room repeat words and give children time to respond in a variety of ways both verbal and non-verbal. Staff question children and allow them to solve problems for themselves. For example, older children are asked to collect objects from around the nursery to match the number displayed; children line up two toy dinosaurs and eight red bricks next to the corresponding numbers. They have many opportunities to explore their local community; they regularly visit the mobile library and go on walks and participate in twice weekly forest school groups.

Children's learning journey records are made available to parents, they are able to take them home and can add comments. Staff review and complete a summary report on children's progress, which is shared and discussed with parents every three months. This ensures that parents have opportunities to be involved and engaged with their children's learning. Parents speak highly of the setting and are pleased with how their children are supported, the progress they have made and the regular feedback they receive both verbally and in writing from staff.

Staff complete regular observations and assessment to record children's ongoing progress. Staff use this information to plan an educational programme of activities across all areas of learning and include their future learning opportunities. This is recorded in children's learning journey records along with a three monthly review, which reflects a true picture of the good progress children are making in their learning. Children's next steps in their learning are fully provided for as these are noted and staff ensure that these are included in the planning and delivery of activities.

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

All children are assigned a key person when they start attending the nursery which helps them to develop close bonds with staff and to settle and feel secure in the setting. Staff give children clear and consistent explanations of why certain actions are not appropriate, which enhances children's understanding of behaviour and the consequences of their actions. For example, staff use sand timers to help older children to learn about taking turns and sharing resources. The snacks and meals provided to children are varied, balanced and healthy. Children are encouraged to try a range of tastes and textures as staff sit and eat with them making meal times a sociable occasion. Their independence is promoted as they feed themselves from an early age. Children pour their own drinks and as they get older, they collect their own plates and cups at meal times. Children's dietary requirements are respected and followed and all staff are aware of any allergies and intolerances, ensuring that children's health and well-being is maintained.

Staff provide children with a wide range of outdoor activities to support their physical development through play. Children have space to run freely, explore and have daily fresh air and exercise. For example, they fill and empty containers as they water the seeds they have planted; they can ride on bikes, jump and balance on stepping stones in the garden. They learn about good health and hygiene through daily routines, such as toileting and hand washing. They learn to keep themselves safe, as staff encourage them to go under the bar on the climbing frame and to sit down when going down the slide.

Children learn about other cultures and beliefs through undertaking a range of activities about world celebrations throughout the year. They have access to some resources to help promote their understanding of people's differences. However, ways to help parents to understand how strong foundations in a home language support their children's development of English, have not been embraced. Children with English as a second language do not always have their needs fully supported as there are limited words displayed and used by staff in their home language so that they can be helped to understand and join in with the activities and routines going on around them.

The nursery has effective links with other settings and local primary schools to ensure that children are supported with transitions. Children are supported with visits to their new school which helps to familiarise them with their new surroundings and the reception teachers also visit the nursery to meet the children. Staff pass on children's records to teachers so that they have a good understanding of their abilities when they start school.

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

All staff have a good understanding of their responsibility in protecting and maintaining the welfare of children; they all complete a level one training course on safeguarding children when they start working at the nursery. The safeguarding children policy includes clear procedures for staff to follow should they have any concerns about the welfare of a child. Robust recruitment procedures ensures that all staff complete the necessary suitability checks and have the experience, skills and knowledge needed to meet children's needs. Children are kept safe and secure as the staff ensure that children are protected from any potential hazards, through a range of regular checks and safety equipment that is in place. For example, all external doors are kept locked and the garden is secure and enclosed. All necessary documentation is in place to safeguard children. For example, accident records show clear and comprehensive information about the nature of each accident and the action taken by staff. This information is shared with parents who sign the record in acknowledgement. Staff have clear procedures and risk assessments in place to keep children safe inside, in the garden and when on outings. Clear plans for effective staff deployment ensures that continuity of care is not compromised as children are fully supervised at all times and ratios of children to staff are maintained.

Staff have spent time developing their knowledge of the revisions to the Early Years Statutory framework, which has helped with planning the educational programme that supports the learning and development requirements. All the documentation with regard

to children's learning reflects the changes so that their learning is fully supported. Children's learning journey records include their next steps and are clearly linked to the seven areas of learning. Staff are committed to providing good quality care and learning for children and are fully supported with attending further training to extend their knowledge for the benefit of children. They have a good understanding of the learning and development requirements and plan an educational programme, which helps to meet children's individual learning needs well. The manager undertakes a review of practice in the setting; she has identified areas for development to support improvements. However, there is scope to extend their monitoring of teaching further to ensure that all staff members benefit from ongoing support to raise children's achievements even more.

The staff at the nursery have well-established procedures to exchange information with other Early Years providers to ensure that children who attend more than one setting have consistency in their care and learning. This is completed through discussions in person, over the telephone and through exchanging written notes regarding children's learning and development. Partnerships with parents are generally good; they have regular opportunities to discuss their children's progress with key staff. They pass on information about their children's interests at home to staff, who ensure that resources and activities are provided to help generally support children's learning and ongoing progress.

## 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>	EY389261
<b>Local authority</b>	Essex
<b>Inspection number</b>	920388
<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>	16
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Nadine Katherine Bailey
<b>Date of previous inspection</b>	03/11/2009
<b>Telephone number</b>	07779250414

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

