

The Cottage Private Day Nursery

76-78 Bedford Street, DERBY, Derbyshire, DE22 3PD

Inspection date	14/08/2013
Previous inspection date	26/05/2011

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		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 make strong attachments and relationships with the staff because of the good settling-in process at the nursery. As a result, they settle quickly into the routine and become keen learners.
- Staff provide children with a wide range of interesting and stimulating activities to help them make good progress.
- The manager monitors the nursery effectively and supports the staff team's professional development which, in turn, benefits all children.
- Staff have established effective partnerships with parents and others, which makes an efficient contribution to children's individual care, learning and development.

It is not yet outstanding because

- Staff working with the older children do not always extend their vocabulary by introducing key and new words in the context of their learning.
- Some staff are inconsistent in their implementation of the behaviour management policy. As a result, children are not always supported to develop good behaviour all of the time.

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 held discussions with the manager and spoke to the staff, children and parents.
- The inspector observed play, focused activities, outside play, snack and lunchtime.
- The inspector held a joint observation with the manager and deputy manager in the pre-school room.
- The inspector looked at children's assessment records, learning journey records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the nursery's documentation and policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

The Cottage Private Day Nursery opened in 1990 and is on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. It operates from nine rooms in a residential property and converted outbuildings in Derby. The nursery is accessible to all children and there is an area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently 107 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs 19 members of childcare staff, all of whom hold appropriate early years qualifications. The nursery manager has obtained Early Years Professional status. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- extend opportunities for older children to broaden their language development, by introducing key and new words in the context of their learning

- provide support and guidance for staff to help them consistently implement the behaviour management policy so children always benefit from opportunities to learn to regulate their own behaviour.

Inspection judgements

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

Children are happy and contented in this stimulating nursery because staff understand children's individual needs and learning styles well. Staff have a secure knowledge of the Statutory framework for the Early Years Foundation Stage. They obtain relevant information from parents through settling-in times about children's characteristics and preferences. They use this information effectively along with their initial assessment to establish children's starting points. As a result, staff can provide activities that are of interest to the children from the start. Consequently, children settle quickly into nursery

life. Staff continue to teach, observe and assess children while they play. They use the information to identify children's next steps in learning and inform future planning. As a result, staff provide challenging activities to meet children's needs and children make good progress. Assessment and tracking of children's achievements are robust enough to enable staff to identify any gaps in children's learning and complete accurately the progress check at age two. This means, early intervention can take place to target specific issues or problems to help individual children's learning. Children with special educational needs and/or disabilities are successfully supported so they make good progress in relation to their starting points. For example, visual picture cards are in place to help them communicate easier, these include a visual routine. Staff also adapt their interactions to support their individual needs and enable them to join in activities. Children are acquiring good skills in readiness for school.

Parents are involved in their children's learning from the start. They are invited to look at the children's detailed 'learning journey' records, which contain observations, photographs and children's work. Staff talk to parents at drop off and pick up times and discuss children's achievements. To further involve the parents in their children's learning staff make suggestions of things they can do at home. For example, staff have made 'home link boxes', which contain games and activities for parents to use with their children to complement what the children are doing in nursery. They also take 'Gulliver the bear' on holiday. Children with support from their parents draw pictures and write about the experiences they have with the bear. This helps communication skills.

Children are making good progress in their learning and development with the support of staff and through participating in a wide selection of activities and experiences. Staff motivate children with enthusiasm and offer them plenty of challenges. They praise the achievements the children make, however small, which helps build up their self-esteem. They interact positively with children and are fully committed to their learning. They speak to children calmly and at their level and show respect for their needs and choices. Children are active and really enjoy their learning. They independently choose their play, gaining useful skills for the eventual move to school. They are engaged and show curiosity and staff promote and enhance learning through play with positive attitudes.

Staff foster younger children's communication and language skills well. They constantly talk to children and hold purposeful conversations. Children enthusiastically talk with confidence to each other and staff, while they play. They explain what they are doing clearly. For example, while playing outside they talk to a visitor about the nursery rabbit. They tell her 'it is called Smudge and loves eating carrots'. However, staff working with the older children do not always hold in depth conversations, extend children's vocabulary or use words in the context of their play. For example, while children are smelling the flowers in the garden, a bumble bee lands on one of the flowers and a child asks a member of staff what the bee is doing. Staff do not explain fully, they just tell the child that bees like flowers. They do not talk about bees helping flowers grow or introduce new words, such as 'pollen'. Children love using the book areas, which are comfortable and attractive. They sit with staff listening to stories and use the books independently. They turn pages correctly and discuss the pictures on the page. This helps children to understand that books bring pleasure. There is a good selection of books that are easily accessible to the children. Children throughout the nursery have good opportunities to

write, for example, writing 'shopping lists' during role play and cards for special occasions. These activities help develop children's literacy skills.

Staff promote mathematical skills well through every day and specific activities. Children count by rote as they play, use number games and sing counting songs. They play with coloured bears and compare their size, sort them by colour and size. Staff support this effectively and encourage children to use mathematical language, such as heavier, lighter, more or less, to help children understand about measuring and weight. Children use the computer skilfully and negotiate control of the mouse as they play games to enhance their learning. This helps along with using cause and effect toys their information communication and technology skills. Children are developing good handling and movement skills, there are many opportunities for them to handle tools, such as, construction, puzzles, chinks and paintbrushes. Outside provides areas for children to ride sit-and-ride toys, play with small equipment, climb and balance on the slide. Children use all this equipment effectively to help develop their physical skills well.

The programme for expressive arts and design is promoted well. Children have opportunities to use the sensory garden. Here, they listen to birds singing, touch different textures, watch the water fountain and smell the flowers. Staff create activities for children to explore different art techniques, such as marbling pictures. Children enjoy squeezing the oil onto the water and creating patterns to make their pictures. Furthermore, they make telescopes and use the marbling technique to decorate their models.

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

Children enjoy attending this warm and friendly nursery. Staff greet children warmly on arrival and children settle well and play happily, showing that they are secure in the nursery. They quickly develop close relationships as they have one-to-one support from their key person. This supports them in developing trusting relationships and forming strong attachments to familiar adults. Staff are very caring towards children and treat them with respect and affection. This results in the happy atmosphere that is clearly evident at the nursery and means that children's emotional well-being is well fostered. Children show that they feel safe and secure because they happily separate from their parents. The key person system ensures that each child and family has a main point of contact in the nursery and helps children to form secure emotional attachments and to settle effectively.

Children confidently select their chosen activity, become engaged in their play and chat happily to their friends. This supports them in developing trusting relationships. Children are learning self-help skills well. For example, pre-school children wash and dry their hands independently for snack. They then choose their own cups and plate, pour their own drink and serve themselves their food. These activities help develop children's independence and are delightful opportunities for socialising because children talk about what they have been doing throughout the day and their home lives.

Children's behaviour is supported generally well by discussions with staff about not hurting

their friends and listening to how children can resolve their disputes. However, there are some occasional inconsistencies in how some staff implement behaviour management strategies. They are not all consistently following the nursery's behaviour procedure effectively all of the time. As a result, some children are sometimes disruptive when participating in focused adult-led activities. Consequently, on occasion, they are not learning to manage their own behaviour. Children do, however, play cooperatively throughout the nursery when playing with their self-chosen activity or toy. Staff encourage them to share and take turns.

Children are accommodated in a clean, comfortable environment inside and outside, that is secure and well maintained. Children explore a wide range of quality resources, which cater for all areas of learning. Play materials are arranged to be easily accessible; this encourages children to help themselves and follow their own interests. Popular nursery rhymes are played throughout the nursery at times and children dance and sing the songs independently. Children gain a good sense of belonging as they see many examples of their artwork very well displayed. For example, family and birthday boards and children's art gallery, showing many pieces of children's work. This provides the children with a good sense of belonging and opportunities to be proud of their achievements.

Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Children are offered a range of healthy snacks and meals; they enjoy talking with staff about what they are eating and the effect food has on their bodies, successfully promoting their understanding of healthy eating. The nursery provides healthy and good portions of home-made nutritious meals and children benefit from the carefully balanced menu offered. Lunchtime is a sociable occasion and staff model manners of please and thank you to encourage children to use good manners. To further children's understanding of eating healthy foods they help grow vegetables and fruit, which they pick and are used in their meals or for tasting sessions. For example, younger children pick some tomatoes and sit together in a small group and taste the fruit. They talk about how it feels and tastes and if they like it. Children take part in a range of physical activities both indoors and outdoors. This supports their understanding of the importance of regular exercise and a healthy lifestyle. Staff further develop children's understanding of their bodies as they discuss their heart beat after exercise. Staff provide opportunities for children to learn about safety. This is done through discussions and themes, such as 'People who help us', where children learn about the roles of fire fighters and police. Staff also provide gentle reminders about not throwing sand and running inside to keep them safe while they play. They participate in the fire drill, which helps them to be aware of how to keep themselves safe in an emergency.

When children first start at the nursery staff handle the move from home to nursery carefully and sensitively. Children have opportunities to visit the community, they visit the library and all children have trips to the park. These help the children to develop confidence and independence in situations away from the nursery. As a result, this helps to prepare children for their next big step in their life, which is normally starting school. Staff pass on information about children's achievements and personalities to provide continuity of care.

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

Children play in a secure, safe environment. Staff have a good knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding procedures are very good and staff have attended safeguarding course. As a result, they are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Any risks to children are managed effectively, enabling the children to move around their environment freely and safely access resources as they choose. Risk assessment is comprehensive and covers the premises, aspects of children's play both indoors and outdoors and trips out. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures that children's safety and well-being is effectively promoted. The management team ensures that ratios are well maintained at all times, effectively supporting the safety and security of all children. Recruitment procedures are rigorous to ensure staff suitability. They include a thorough induction, which includes safety issues, confidentiality and how to interact with children positively. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles.

The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff and by conducting practice observations. This helps to improve the quality of the learning for all children. As a result, children are developing and progressing well in all seven areas of learning. Children with special educational needs and/or disabilities are given targeted support to reach their potential. This is done sensitively and as inclusively as possible. Staff communicate well with parents and other involved professionals to provide consistency and cohesion. To monitor the staff's performance there are comprehensive supervisions and observations of staff in place and a detailed appraisal system. These have identified training for all staff and management have put together a training programme. Staff complete a range of training courses and they are encouraged to continue to increase their knowledge through ongoing training. These not only help to assure personal professional development, but also enhance the nursery provision and lead to quality care for all children. For example, some staff have recently attended a training course on 'Every Child a Talker'. This has resulted in the staff introducing areas for children to sit and chat to their friends effectively.

Self-evaluation is a strength of the provision and the manager and her team have identified areas of improvement. The nursery has a challenging improvement plan. This has evolved through careful monitoring and analysis of procedures, discussions with parents about how the nursery operates and received suggestions for improvement from parents and staff. Strengths and weaknesses are effectively identified and the recommendations from the last inspection have been successfully addressed. One priority for improvement is to allow younger children free choice of indoor or outdoor play.

To help all children, good links have been established with outside agencies, such as the local authority, speech and language agencies and a physiotherapist. This also ensures that children's specific needs are assessed and that appropriate support is given. The

manager and staff have established strong relationships with parents. On their child's entry to the nursery, parents are provided with the opportunity to see all of the comprehensive policies and procedures that cover all relevant legislation. Parents speak highly of the staff and express their satisfaction with the service provided. They comment positively about the nursery, particularly about the progress their children make, and the friendliness of the staff. Parents receive quality newsletters and can review detailed notice boards to gain further information about the nursery. This helps parents to know what is going on in the nursery and aids their children's care and learning overtime.

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	206103
Local authority	Derby, City of
Inspection number	928238
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	107
Name of provider	The Cottage Day Nurseries Limited
Date of previous inspection	26/05/2011
Telephone number	01332 346500

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Type of provision

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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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