

The Garden Cottage Nursery

Church Road, Boreham, CHELMSFORD, Essex, CM3 3EB

Inspection date

21/10/2013

Previous inspection date

18/03/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery provides a well-resourced indoor and outdoor learning environment for children to enjoy, with easy access to a suitable range of resources.
- Children's independence and self-care skills are promoted well because staff give clear guidance and encourage children to do things for themselves.
- Partnerships the schools children attend are strong. This means that children receive the support they need and contributes to ensuring their individual needs are met well.

It is not yet good because

- There is a lack of consistency in tracking individual children's progress and identifying next steps to ensure gaps in learning are the focus for ongoing development.
- Partnerships with parents are not effectively developed to fully support children's learning and development.
- There are fewer opportunities for children to develop and practise marking and writing skills, by writing for a purpose.
- The designated member of staff responsible for safeguarding has not attended a recent local authority approved child protection training course. This means that children are not fully protected.
- Reflection and evaluation of practice are not used sufficiently well to develop precise plans to bring about rapid improvements in the provision for children.

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 the activities in the nursery and outside in the garden.
 - The inspector held meetings with the manager of the provision.
 - The inspector held discussions with key persons, parents and children.
- The inspector looked at children's learning journals, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's self-evaluation documentation and a range of other documentation.

Inspector

Tina Mason

Full Report

Information about the setting

The Garden Cottage Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building situated in the centre of Boreham, Essex. The nursery serves the local area.

The nursery opens Monday to Thursday, all year round, from 9am until 12pm on Mondays and 12.15pm to 3.15pm on Tuesday, Wednesday and Thursdays, during term time only. There are currently 21 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs six members of staff. Of these, four hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consistently track children's progress and identify their next steps in learning to ensure precise, targeted plans are implemented successfully to support all children in making progress towards the completion of the progress check at age two
- improve the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development, in order to provide continuity in their experiences and support children's learning at home
- ensure the designated person for safeguarding children in the setting undertakes a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

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

- use reflections and evaluations to set precise time specific targets, to secure rapid ongoing improvements in practice
- increase opportunities for children to develop their writing skills, for example, by incorporating writing in imaginative and role play activities.

Inspection judgements

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

Staff have a sound knowledge of the learning and development requirements for the Early Years Foundation Stage. They provide a suitable and often interesting range of activities to cover the seven areas of learning. This means children learn through self-directed play and some adult-led activities. Gaps in the assessments for some children mean plans are not always sufficiently targeted towards the precise needs of all of the children. Therefore, opportunities to engage children and extend their learning are not consistently maximised by all staff. Children are encouraged to become independent learners and are suitably prepared for the transition to the next stage in their learning. They confidently take their coats off when they come in from outside, placing them on their peg. Children use their imaginations well in their play. They make up stories while playing with the dinosaurs.

Children are developing a sound understanding of mathematics. This is because staff regularly use counting and number throughout the play activities, such as counting how many dots can be found on the dice. Construction activities enable children to be creative in their thinking and allow them to use their imagination to build and make different models. The children know and understand the daily routines and cooperate well with each other and the staff. Children learn about the cultures and religious beliefs of the world around them as they celebrate diversity through an interesting and varied range of activities. Children learn about measurement and they are able to use language, such as shorter and taller when comparing the height of towers they had built out of large colourful plastic bricks to the height of staff.

Staff know when to get involved and when to ask questions to extend children's learning. Children complete puzzles with and without adult support and successfully cooperate and negotiate to maintain harmonious play with their friends, as they initiate role play. They have access to everyday technology in the role play area, such as telephones and play cookers. Children are free to explore a variety of media and materials and develop their skills in using a range of tools. They have access to a creative station where they can access a wide range of media to paint, stick, colour and cut. Children have opportunities to practise early writing through activities, such as chalking. However, there are fewer opportunities for children to develop this further and practise their mark making and early writing skills for example, in imaginative and role play situations. There are many signs and labels used around the pre-school, which helps children recognise that print carries meaning.

Parents value the relationships they develop with the welcoming and friendly staff team, who are available for informal discussions. They feel that staff are interested in what they have to say. However, some parents spoken to do not know how their child is progressing in terms of their learning and development or how they can extend their child's learning at home. Children's independence is promoted well. They are developing skills, such as, preparing their own snacks and self-register as they arrive in the morning; this also enables them to start to recognise their own name. Children enjoy story sessions and are able to predict what comes next in books. Circle time is used to provide opportunities for

all the children to share news from home. This encourages them to take turns and listen to each other and to develop their confidence in talking in a group.

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

An effective key person system helps to promote children's well-being and independence. Staff are supportive of the children at the settling-in stage and this helps them to form secure emotional attachments. Staff gather sound information from parents to ensure their child's needs are met. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired or upset. Transitions when moving to school are well-supported. The nursery works with the local schools and other settings that children attend to ensure that the transition between nursery and school is a positive experience for them.

Children's health is suitably promoted and there are clear and consistently applied systems in place to ensure nappy changing arrangements meet the needs of the children. Older children learn to become independent in managing their own personal needs, such as visiting the toilet, putting on their own coats before going outside. This helps them to learn the necessary personal and social skills to prepare them for school. The environment is well-organised and equipped with a range of different resources, so children can be independent and make choices in their learning indoors and outside. For example, young children confidently help themselves to construction toys and carry the box to a clear space on the carpet. Children enjoy healthy snacks. Mealtimes are sociable occasions as staff and children sit together around the table, where opportunities for children to further enhance aspects of their independence is extended as they are encouraged to help give out the plates and cutlery and pour out their choice of milk or water.

Staff have developed a routine whereby children spend time outside at different times throughout the day to further reinforce their healthy physical development. Once outside, they use equipment to jump, slide, climb and balance to develop their large muscle skills. Staff check prior to using the outdoors that all children have the correct footwear on, together with appropriate outdoor clothes. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders, for example, not to run indoors. Children behave well and there are effective strategies in place to support and encourage positive behaviour and self-esteem. For example, staff act as positive role models and give out lots of praise for all achievements no matter how small.

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

This inspection was generated by Ofsted following a notification from the registered provider/manager that she has not attended appropriate safeguarding training. The information investigated through this process, included the manager's and staffs' understanding of up-to-date safeguarding procedures. The nursery has safeguarding procedures, in-line with recent changes to legislation and they now refer to the use of mobile phones and cameras. This provides boundaries for staff so they are clear on what

is acceptable and how they protect children by following these procedures. However, the designated person has not attended recent child protection training, which is a breach of the legal requirements. As a consequence, children are placed at possible risk of harm. Risk assessments are completed on the areas used by the children and include the activities they participate in. The setting meets the qualification requirements and careful planning of rotas, ensures there are sufficient staff with appropriate qualifications at each session to supervise children and respond to their needs. Recruitment processes ensure staff undergo suitable checks including the Disclosure and Barring Service checks. Consequently, children's welfare is promoted appropriately.

Regular one-to-one meetings and annual appraisals support staff development and go some way to identifying aspects of the setting that requires improvement. Nevertheless, there is limited monitoring of some aspects of practice, in particular the assessment of children's progress at age two. Consequently, there are gaps, which weaken the effectiveness of planning and the potential for children to make steady progress towards the early learning goals. Staff are supported to develop their knowledge and skills. Newsletters keep parents informed of events taking place within the nursery and also of any changes to practice. Systems for parents to be kept informed about their child's progress and to share information about their children's learning at home are not yet fully developed. Staff reflect on their practice and there are some plans in place for improvement. There is limited opportunity for children and parents to contribute to plans because of a lack of cohesion in the methods used to gather and collate information. This means plans for improvement lack focus and precision to be truly effective in securing rapid and sustained change. The nursery currently has no children who have other professional input. However, they have in the past worked closely with the local area special educational needs co-ordinator to plan activities and support individual children.

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	EY271444
Local authority	Essex
Inspection number	939283
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	21
Name of provider	Deborah Anne Law
Date of previous inspection	18/03/2011
Telephone number	01245 461649

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

