

# Rock Cottage Day Nursery

Breach Road, Brown Edge, STOKE-ON-TRENT, Staffordshire, ST6 8TR

## Inspection date

02/12/2013

Previous inspection date

02/09/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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
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## The quality and standards of the early years provision

### This provision is good

- Children are enthusiastic and are engaged in their play. They enjoy the wide range of activities on offer that stimulate and interest them.
- Teaching conveys a good understanding of the Early Years Foundation Stage. Staff use opportunities to develop the areas of learning during play and conversations with children.
- Staff successfully build strong and supportive relationships with children and parents. Care practices are carefully planned to follow children's home routines. This means children are settled and secure and their emotional needs are met fully.
- Management demonstrates a commitment to improve standards. Staff practice is monitored well. This results in consistent practice throughout the nursery, which enables children to make good progress in their learning across all of the areas.

### It is not yet outstanding because

- There is scope for staff to develop further the use of skilful questioning to encourage children's critical thinking and problem solving to the highest level, to enable children to use what they already know and find new ways of doing things, enhancing further the characteristics of effective learning.

## 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 activities taking place in each room of the nursery and outdoor areas.
- The inspector took into account the views of parent's.
- The inspector looked at a range of children's learning files and policies written for the setting.
- The inspector spoke with a range of staff and held meetings with the manager and deputy manager during the day.

## Inspector

Vicky Orlando

## Full report

### Information about the setting

Rock Cottage Day Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. It operates from two buildings within the grounds of Rock Cottage Nursing Home in the village of Brown Edge, Stoke-on-Trent, Staffordshire. Children under three years of age are accommodated in a two-storey detached building, with four rooms available for children's use. Rooms on the upper floor are accessed via stairs. Children aged three to five years are accommodated in six rooms, in an annexe within the nursing home. There is also access to enclosed outdoor play space.

There are 21 members of staff, including the manager, 20 of whom work directly with the children. All staff have appropriate qualifications, two staff have BA Honours degrees in Childhood Studies, 16 hold qualifications at level 3 and three have a qualification at level 2. In addition, two members of staff are currently working towards a level 3 qualification.

The setting is open five days a week, from 7.30am to 6pm, for 51 weeks of the year. There are currently 74 children on roll, all of whom are in the early years age range. The setting receives support from the local authority.

### 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 use of skilful questioning that extends children's thinking and problem solving during activities so that this provides a high level of challenge for children.

## Inspection judgements

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

Staff gather relevant information from parents about the children on entry to the nursery, in order to establish a starting point. This helps them to plan activities that match the children's needs and interests. Care plans for children are implemented based upon information about children's home routines. This allows children to settle quickly and feel secure. Systems for observing, assessing and monitoring children's progress are consistent throughout the nursery. Individual learning journey files include detailed information from home, photographs of children's achievements and next steps in children's learning. This information is used to inform the planning so that staff are able to effectively extend the children's learning. Throughout the nursery children's milestones and development are observed and written onto 'leaves', which are then displayed in their files and on the 'I can' trees in the entrance hall. Parents enjoy reading and contributing to this information

that is so positively shared and celebrated. As a result of regular, well documented assessment, children make good progress and are positively supported towards meeting their next steps. All children are happy, interested and engaged in their play, which enables them to make good progress. Staff listen perceptively to children during their play and on most occasions question them suitably. However, there is scope to further develop staff's skilful questioning, that would further encourage children to think critically and develop new ideas. Staff know the children well and can demonstrate that they are all making good progress from their starting points. Staff are quick to identify and respond to any special educational needs and/or disabilities and are skilled at discussing sensitive information with parents to identify and establish early intervention, in order to meet children's needs. Parents are regularly informed and are involved in children's learning. Children in the pre-school are keen to make pictures and draw. They show them to staff and tell them who they will give it to and independently put them in their named drawer until home time. Children feel valued and show enthusiasm in their learning and are happy to share this with parents.

All areas of learning are fostered well and staff use opportunities to develop other areas during activities. For example, pre-school children explore a range of shells and textures in the water tray and are asked to count how many aprons are needed for the children and then discuss words linked with the seaside and holidays, such as, 'sea', 'beach' and 'sand'. This promotes mathematical skills and the acquisition of communication and language through a sensory stimulating activity. Children in the 'little acorn' room enjoy making different sounds by banging a range of pots and pans that hang from a low string in their outdoor area, that are counted as they do so. They move indoors to play with a range of plastic bottles filled with coloured water, shiny stars and various interesting, shiny objects that encourage the children to pick up and look at intently. They shake the bottles while staff promote words, such as, 'shiny', 'twinkly' and the children copy these words. Other children delight in feeling a range of natural objects in a large tray, such as, pine cones, leaves and twigs. Staff ask children where these objects can be found and what they smell like. Staff model good language that the children copy and they enjoy learning new words. A large cube that offers a different challenge on each side, such as, undoing zips, buttons, poppers and laces, allows the children to develop their fine motor skills and problem solving. They enjoy pushing the cube to explore the different sides. Staff explain the activity is to develop children's next steps in their learning, as some are learning to undo zips on their boots. This means all of the children's achievements are regularly observed and carefully planned activities are offered to develop skills even further.

Children enjoy outdoor play and take lots of pleasure in their 'nature walks'. They scoop up dry leaves and throw them in the air. Lots of children say it looks like snow. Children begin to count down before others throw the leaves. They discuss with staff what they think they may discover and find near the trees. The younger children enjoy developing climbing skills on the various pieces of large equipment, such as, slides and castles. Staff supervise children and only intervene when children require assistance. This promotes children's physical skills as well as fostering independence and allowing children to make choices and take supervised risks in their play.

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

A well-embedded key person system is in place that means staff know the children well and help all children to settle quickly and feel secure. Babies in the setting smile and reach out their arms for key persons and a new baby responds with smiles when the key person holds and talks to her. Parents spoken to on the day highly value the strong relationships the children have with staff. They value and feel happy that information at home is encouraged and used well in the setting to implement children's care plans. Staff give clear and gentle messages to children about keeping healthy by encouraging older children to cover their mouth when they cough. Independence is fostered well and staff support parents at home when children are potty training. Staff are perceptive at identifying the signs for when children are ready and clear, hygienic procedures are in place to ensure children can practise and gain independence at their own pace, in the comfort of caring staff and support of other children who are learning to use a potty or toilet. Children enjoy helping to set the table ready for lunch and place knives and forks on the table for each child. Independence is promoted and opportunities are used to encourage counting and they talk about the healthy food they are going to enjoy.

The environment offers stunning rural surroundings that the children enjoy in all seasons. The outdoor area is rich with a wide range of equipment and activities children can explore. It is carefully planned as each age group has their individually tailored outdoor area and they also enjoy times together in the larger outdoor area and explore the grounds and trees. The indoor environment is welcoming and on entry parents can view the 'I can trees'. Consequently, parents can read about daily developments their child has made. Each room is planned so that babies can crawl to equipment and toys from a low-level shelf. Children in the 'little acorns' room, aged 18 months to two years, enjoy choosing and picking books from the low-level book corner and equipment outdoors is low enough to access, such as, the pots and pans, which are always available to discover sounds. The pre-school, in a separate annexe, enables children to develop their emotional readiness for school. Children comment that it is called pre-school and not nursery. They hang coats up on their named peg in the cloakroom and register themselves each day using print on the board. Children's behaviour is good and they are learning to put their hands up to answer questions in group activities, instead of shouting out. Consequently, this is helping to fully prepare children for starting school. Relationships are established with teachers from local schools who offer visits and spend the day playing and getting to know the children. Many children refer to them as 'my teacher'. They have discussions and role play about school and uniform and talk about who will choose to take packed lunches or have school dinners. Children demonstrate an enthusiasm when preparing for the transition to school. Staff are clearly moved and sad to see the children move on from the setting.

Staff successfully promote children's health and well-being. Cleaning routines are consistently followed, to ensure that playrooms and equipment are regularly cleaned and suitably maintained. Appropriate procedures are in place for nappy changing and good levels of hygiene are promoted to prevent the spread of infection. Children are provided with nutritious meals, which are prepared in the nursing home building. All staff hold a food hygiene certificate as management consider this necessary, as most staff are

responsible for providing and preparing healthy snacks during the day. The children display positive social skills and enjoyment of their meals. As a result, they learn good table manners and independence skills.

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

The management have clearly defined roles, which helps to ensure the nursery runs efficiently. The manager and deputy manager have a good understanding of their responsibilities. The deputy has successfully undertaken the role of acting manager during the manager's maternity leave and is fully supporting the manager's phased return. As a result of strong working relationships and shared plans for the nursery's day to day running, the change of management has been a success. They both share a desire to provide a high quality of care and education and show clear commitment to improving standards. They make sure all staff undertake safeguarding training, so that all staff share a secure understanding of the procedures to follow if any concerns about children's welfare are identified. A range of carefully written policies and procedures are in place and are available to see on the staff room wall. New staff and students are given an induction pack and are encouraged to study the settings policies. This ensures that all staff practice is consistent and all staff share an understanding of relevant policies and procedures.

Management is dedicated to the safety of children and acted immediately to areas addressed from the previous inspection. A rigorous procedure for fire drills has been implemented and a log book indicates when these have been carried out and include any plans for improvement. All medication is kept securely in a locked cupboard following the return of signed consent forms from parents. Parents also complete a form on entry to the setting if children have had an accident at home. This ensures staff are vigilant to meet the child's care needs and can anticipate and recognise any symptoms of illness, for example, as a result of the accident.

Effective systems are in place to monitor staff practice. Management take time to spend in the various rooms and see staff practice continually. As a result, student's in the setting are able to learn good practice. Detailed staff appraisals are implemented with staff and focus on practice and any training needs that are requested. Staff receive support from the local authority and attend training courses outside of working hours. Staff are trained to appropriate levels. This means relevant training is having a positive effect on the quality of good teaching and learning at this setting. The manager is trained to degree level and this is helping to achieve clear evaluation processes to improving standards at the highest level.

The nursery works with the local authority to seek advice and promptly address any suggestions for improvement. Staff regularly seek parents views and ensure that these are used to shape the service they deliver. Parents spoken to on the day feel welcomed and valued and speak highly of the provision their children receive. A detailed and updated website, well used notice boards and 'I can trees' ensure that parents are well informed

about the nursery and it's educational curriculum.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	218478
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	870632
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	67
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Anthony Julian Green
<b>Date of previous inspection</b>	02/09/2011
<b>Telephone number</b>	01782 504877

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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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