

Rose Cottage Farm Childrens Nursery

Rose Cottage Farm, Burnham Moor Lane, Edithmead, Burnham-on-Sea, Somerset, TA9 4HE

Inspection date	25/11/2013
Previous inspection date	22/10/2012

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
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

- Staff provide good support for children with special educational needs and/or disabilities, and those with English as an additional language, so that all children make good progress.
- The effective key person system helps children to feel safe and secure as they develop good relationships, and staff have a secure understanding of children's individual needs.
- Staff plan well, using children's interests to provide a stimulating environment, which motivates them to learn.
- Staff have a thorough knowledge of safeguarding procedures and follow them to protect children's welfare.

It is not yet outstanding because

- Staff do not use peer observations to discuss good practice and share knowledge with experienced staff to improve teaching further.
- Staff do not use all activities fully to encourage children to make predictions and find out if they are correct through practical experiences.

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 in both rooms and two of the outdoor facilities.
- The inspector carried out a joint observation with the registered person.
- The inspector spoke to staff, parents and children, and took account of the nursery's self-evaluation.
- The inspector checked safeguarding information.
- The inspector sampled documentation, including children's assessment records and planning, registration forms, policies and procedures.

Inspector

Elaine Douglas

Full report

Information about the setting

Rose Cottage Farm Children's Nursery registered in 2001 and is privately owned. It operates from a barn conversion at Rose Cottage Farm, Edithmead, near Burnham-on-Sea, Somerset. Children are accommodated in two rooms, both with direct access to an enclosed outdoor area. There are approximately one-and-a-half acres of enclosed gardens to offer outside play, including Forests School facilities.

The nursery is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare register. There are currently 65 children from three months to five years on roll in the early years age range. The nursery receives funding to provide free early education to children aged two, three and four years. It supports children with special educational needs and/or disabilities, and children learning English as an additional language. The nursery opens five days a week, all year round except for bank holidays from 8am until 6pm, with special arrangements to offer care from 7.30am. The nursery also provides before and after school care, and holiday care. The nursery drops off and collects children from four local schools and from children's homes.

Nine staff are employed to work with the children. One member of staff holds Qualified Teacher Status and one has a qualification at level 4. Seven staff hold an early years qualification at level 3 and two are working towards a level 4 qualifications. The nursery has links with the local children's centre.

What the setting needs to do to improve further

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

- provide opportunities for staff to observe each other, so they can benefit from discussing good practice and learn from more experienced staff
- increase staff awareness of encouraging children to make predictions and of using the activities to see if they are correct.

Inspection judgements

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

Overall, staff have a good understanding of how children learn and through their observations have high expectations of what children can achieve. Staff provide good role models, promoting children's learning through posing effective questions. For example, children eagerly search the pictures on the storage boxes to find where the toys should go, when a member of staff suggests they cannot find it. Children's key persons have a

good understanding of their individual learning needs. This is because they use their regular, effective observations to monitor children's progress and identify their next stages of learning. Staff encourage children to participate in activities and develop new skills. They provide just enough support to enable children to achieve confidently. Staff exchange good information with parents, so that they can continue their children's learning at home. In addition, staff request parents make observations to share with them about their children's progress at home. There are now good systems to seek extensive information on children's starting points. This enables staff to plan more effectively from when children start as they develop a secure knowledge of each child's needs. As a result, all children, including those with special educational needs and/or disabilities make good progress in their development.

Staff support children well in making a contribution to group activities. As a result, children are eager to join in, such as discussing the weather. Staff show them pictures to prompt their awareness. In addition, this supports children learning English as an additional language well, enabling them to take an active part and to learn new words. These discussions also extend children's awareness of the natural world. Children describe how when they see a rainbow when there is sunshine and rain, for example. Staff involve children in setting up some activities, which promotes their independence and enables them to develop their own ideas. Children make good progress in their key areas of learning, which prepares them well for school or their next stage of learning. Staff notice what catches babies attention, encouraging them to crawl to toys and manoeuvre themselves around the furniture under close supervision. Older children use spoons and jugs to pour water from one container to another, and play running games outside, displaying good control and coordination. Staff engage older children in conversations about subjects which are relevant to them, such as going swimming. Staff respond well to babies babbling and noises, encouraging them to understand about taking turns in conversations. Children become independent learners, making choices and developing confidence to try new skills. Staff support children well in creating their own designs in art and craft, so children enjoy their learning and develop a good imagination.

Staff support children well in thinking of solutions to problems. For example, an older child suggests getting flour to make the dough less sticky, and adding more washing-up liquid to the water so that they can blow bubbles. Staff then extend this by asking children if they can find other ways of blowing bubbles, such as through their fingers. However, staff miss some teaching opportunities to encourage children to make predictions and to find out if they are correct. For example, staff do not ask children how many jugs or spoonfuls of water they think it may take to fill up the container. In addition, when a child comments on cutting something in half, the member of staff asks how many pieces they will have then. The child holds up five fingers but staff do not support them in finding out the answer. Staff make good use of incidental opportunities for children to recognise their own name and to begin to write it. They support children in completing a giant alphabet puzzle by matching shapes and finding letters in their names for example. Staff encourage more experienced children to demonstrate to younger ones how to use equipment, suggesting that they push buttons to see what might happen. This promotes not only good relationships but also children's self-esteem and sense of value.

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

Children develop good relationships with the staff and each other. When children visit with their parents, their key person is the member of staff who forms an initial bond with them. This helps children to settle quickly and feel secure at the nursery. Children welcome each other and learn about sharing through songs, using signs and words, enabling them all to join in. Staff support children well in managing their own behaviour, they use egg timers, music, and discussions about feelings, for example. Staff are sensitive to children and provide caring interaction. For instance, one child becomes upset and does not want lunch. A member of staff comforts the child and sits them on their lap. The child is reassured and begins to eat, so they do not go hungry. Staff are highly effective at supporting children when the time comes for them to change rooms at the nursery or go to school. Children visit their new room with their key person as many times as they need until they feel secure to make the change. Staff work closely with parents and provide good information to them at this time. This helps to promote children's well-being

Staff plan effectively, using children's interests to ensure that the environment stimulates them and motivates their excitement to learn both inside and outdoors. The pre-school room has cosy areas, so that children can relax and concentrate on their activities. Children of all ages use books independently. Toddlers spontaneously take books to their key person and sit on their lap, knowing they will get a good response. Babies stare and smile in fascination as they listen to their key person reading. All children have weekly experiences in the Forest School facilities, where they make bird feeders, learn which plants are safe to touch and identify items in the natural world. Staff make good use of the local community. Children over two years benefit from weekly trips to the library and swimming lessons, for example. A good range of equipment is available to meet the needs of individual children and keep them safe, such as low chairs, cots and stair-gates. Children sleep safely in a separate room, which staff monitor and which is heated and ventilated to protect children's health.

Children develop a good awareness of how to keep themselves safe and of healthy practices. For example, older children automatically go to the bathroom to wash their hands before having their snack. They help themselves to their drinking beakers at any time, which they recognise from their attached photograph. All children have daily opportunities to use the outdoor areas and learn the benefits of exercise. Staff provide children with nutritional meals. Babies clearly demonstrate their enjoyment when being fed; they clap their hands and rub their tummy when they finish. Staff support children well in understanding about safety, such as thinking why they need to mop water from the floor. They also help with assessing risks when using the Forest School, which also gives children a good sense of responsibility.

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

The management team have a good understanding of their responsibilities to meet the welfare and safeguarding requirements of the Statutory Framework for the Early Years

Foundation Stage. The registered person has attended training in safer recruitment. As a result, she has good procedures to ensure suitable staff are employed. She has also amended the induction procedures, so that staff receive a thorough induction over several months to understand their responsibilities. Staff have a strong awareness of the nursery safeguarding policy and procedures. They keep accurate records and make appropriate referrals to protect children. The management take any complaints seriously, carry out a full investigation and provide parents with written feedback. Staff complete all required records for the safe and efficient management of the nursery, such as registers, medication records and children's registration forms. Senior staff complete an audit of the accident records, to use as part of their risk assessments. This helps to minimise potential risks to children well. Staff carry out effective daily checks to ensure equipment is well maintained and the indoor and outside environments are safe for children.

Since the last inspection, the staff have made many changes. The management team have implemented good systems of self-evaluation so they continue to seek ways of improving outcomes for children. The registered person collates feedback from all staff and parents, to set an action plan for development. The two room supervisors meet to discuss practice and their planning. They have an improvement plan for their individual rooms, such as developing the outdoor covered area for use all year. Staff attend regular training, which keeps their knowledge up to date and extends their awareness well of good practice. For example, staff who attended an introduction to Forest School training fed back to all staff and as a result, they are now implementing a 'mud kitchen'. The qualified teacher oversees the planning and supports staff in seeing ways of making further improvements. She has introduced 'family photograph' books to support children's well-being and prompt language skills. Staff now carry out longer observations, identifying children's characteristics of learning to help them support children more effectively. The management team carry out regular supervision of staff, and appraisals to look at their practice and identify their personal development. However, staff do not observe each other with the intention of discussing their practice and learning from each others experience to enhance staff professional development further.

Staff build good partnerships with parents, outside agencies and other providers. The daily exchange of information both written and verbal ensures that they provide consistent care and learning for children. Staff invite parents into the setting one evening every three months to see their child's records and discuss their development. Parents' comment positively on the good communication and feel staff support their children's development well. Staff follow recommendations of other professionals to support children's development and ensure an inclusive environment. The management have a good understanding of their responsibilities to meet the learning and development requirements. They have good systems to have an overview of each child's development. They ensure staff complete progress checks for two-year-old children, identifying any concerns in order to seek additional support as soon as possible to enable all children to make good progress.

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

Unique reference number	507985
Local authority	Somerset
Inspection number	941407
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	65
Name of provider	Janine Vowles
Date of previous inspection	22/10/2012
Telephone number	01278 793103

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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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