

# Cotton Tails Day Nursery

1110 Bristol Road South, Northfield, BIRMINGHAM, West Midlands, B31 2RE

## Inspection date

17/03/2014

Previous inspection date

27/10/2008

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff provide highly stimulating activities that promote children's learning very well and the quality of teaching is of a consistently high quality. Therefore, all children make consistently good and even remarkable progress in their development.
- The extremely inviting environment, with exciting resources, supports children to make substantial progress in all areas of learning.
- Children are very happy and emotionally secure because the key person arrangements nurture their well-being sensitively. Consequently, all children form strong attachments and their self-esteem is highly promoted.
- Children are very well behaved and highly disciplined in their play with others.
- Robust safeguarding and child protection procedures ensure children are safe within the nursery. Staff have an excellent understanding of their responsibilities and how to protect children, and regularly refresh their knowledge and understanding.
- The highly successful partnership with parents and other professionals ensure children receive the support they need to make considerable progress in their development. Parents receive a wide range of information to actively contribute to continuity of care and 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 checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke with the provider, manager, staff and children.
- The inspector looked at documents including files for children and staff, policies and learning journals.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's own parent survey.
- The inspector observed activities in care rooms and during outside play.
- The inspector carried out a joint observation with the manager.
- The inspector conducted a tour of the premises.

## **Inspector**

Adelaide Griffith

## Full report

### Information about the setting

Cotton Tails Day Nursery Northfield is one of three nurseries run by Cotton Tails Nurseries Limited. It opened in 1997 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from a converted house situated in the Northfield area of Birmingham. The nursery serves the immediate and wider locality. The nursery opens five days a week from 7.30am to 6pm all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for in five rooms and have access to an enclosed outdoor play area. There are currently 113 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 19 staff working directly with the children, all of whom have appropriate early years qualifications. One member of staff has a qualification at level 4, and 17 have a qualification at level 3. One member of staff has a qualification at level 2. The nursery 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:

- consider further ways of using routine activities, such as mealtimes, to more consistently extend the understanding of children aged two- to three-years about the benefits of healthy eating.

## Inspection judgements

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

Staff have an exceptional understanding of how to support children's learning through a wide range of stimulating and engaging activities. They follow children's interests and plan a rich and imaginative range of activities around these to provide high levels of enjoyment and to promote their development effectively. Staff have a very high expectation of what children can achieve and deliver activities to consistently raise standards across the nursery. For instance, the staff in the school room read stories about water in the bath and why it overflows. They follow this up with an ambitious practical experiment to challenge children's thinking and extend their learning. This means that staff take account of different ways in which children learn and use these very effectively. Staff motivate children who maintain concentration throughout the activity. When they read stories, children's listening and attention skills are promoted very well. During the experiment children learn to make links with what they already know. They have an awareness of what happens to the water when they get into the bath. To support this understanding the experienced staff use resources imaginatively to promote further learning. They recap by demonstrating how the level of water rises and falls when objects are placed in the

tank, or removed. They encourage children to count and to learn basic mathematical ideas, such as heavy, when they pick up rocks. The staff integrate all areas of learning in the planning so that children learn to make sense of what they hear. They use explanations, questions and discussion extremely well to support the visual method to reinforce children's understanding admirably. Therefore, all areas of learning are pulled together through the superb teaching. Skilful staff use a variety of methods to help children aged under two years to make marks. Staff include a wide range of resources that provide good levels of challenge. For example, staff encourage children to make marks in paint and provide interest by introducing shapes and cars. Similarly, other staff encourage children in this age group to make marks with crayons of different thickness. This means that children explore with a variety of resources that develop their small muscle skills. Consequently, children learn through these activities because staff create opportunities to practise at their own pace. Staff in the baby room talk to children constantly, thereby promoting their language skills because they hear rich language. Therefore, they quickly develop the understanding to respond to what is said. The quality of teaching across the nursery provides significant learning experiences for all children.

Staff complete initial assessments of children's learning by discussing with parents what children can do. Parents also record this information on the 'all about me' form that staff can refer to during the settling-in phase. They use this information effectively to plan for children's learning and then follow up with more observations when children play. They consistently and accurately assess children's development and share monthly reports with parents, including the progress check at age two. This method of working with parents is exemplary because staff ask about the next steps in learning and conscientiously follow what parents' request. For example, they ask staff to promote children's self-care skills by helping them attend to their own personal hygiene. Parents frequently write on the children's chart to share what they do at home. This means that staff have a shared understanding with parents and build effectively to maintain continuity in children's learning and development. Staff are highly motivated and promote high levels of attainment in all children, including those with special educational needs and/or disabilities. For instance, they closely follow the guidance from external agencies to support the skills of children with delay in their speech and language. The targeted support ensures that children make remarkable progress in their development.

A comprehensive approach and extremely sharp focus on helping children acquire communication and language skills and on supporting their personal, social and emotional development ensures children are exceptionally well prepared for their move to school. For example, staff support children to learn the sounds and recognition of letters during phonics' activities. Children count in different situations, such as when they queue for outside play. They use information technology to develop skills in mouse control and in using simple programmes. Children's independence skills are promoted through all activities. Staff creatively use colourful displays in all room to provide visual stimulation that reflect activities that children can look at to recall their experiences. For instance, in the Tinies' room a large display includes animals that children have learned to name. This display is a positive way to showcase examples of children's skills in sticking. It also reflects their imaginative skills that express their understanding of a favourite story. In the school room staff display snippets of children's writing of recognisable letters. Therefore,

throughout the nursery many examples reflect the emphasis placed on children's achievements and their development in all areas of learning.

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

The gradual settling-in arrangements allow children to grow used to the staff and to form strong relationships. Each child is assigned a key person who attends sensitively to their individual needs. Therefore, children form very strong bonds of attachment and are happy and very emotionally secure in the nursery. The close cooperation between key persons and parents ensures there is clear communication about children's needs. Staff know the children very well and meticulously follow guidance given by parents. For instance, they ensure children sleep as discussed with parents. Therefore, the move from home to the nursery is stress-free for all children because staff mirror what parents do in the home. The changeover from one room to another is managed methodically as children move up through the nursery. Key persons spend time with children so that they settle easily in new rooms. They share detailed information about children's development to ensure children receive targeted support. Similarly, staff discuss with parents their expectations for the children. These arrangements ensure that children make good progress in all aspects of their development with new key persons. Staff are forward thinking and use a wide range of skilful methods to prepare children for leaving the nursery. For instance, children learn to concentrate for longer periods during activities. They understand the importance of waiting their turn to answer questions by raising their hands to gain the adults' attention. Consequently, children gain an excellent understanding of what to expect when they start school and are emotionally prepared for their move to new settings.

Children are extremely motivated and self-assured as they move around and confidently choose toys and equipment that provide high levels of challenge. Children confidently approach staff if they need support to use resources. Babies respond positively to frequent cuddles, ensuring they feel very safe in the nursery. Staff throughout the nursery praise children frequently, resulting in them feeling highly valued due to the raised levels of self-esteem. Consequently, children are disciplined in their play with others and are extremely well behaved. They are developing an excellent understanding of how to manage risks and challenges relative to their ages. They learn to keep themselves safe when using the stairs while holding on to the rail. Children take sensible risks during play, for example, when they use the fireman's pole. They swing from the top of the platform and maintain balance and concentration to land safely on the ground. Owing to daily outside play, children develop an excellent understanding of what happens to their bodies when they engage in vigorous play. There is a good balance between this type of play and the quiet activities after lunch. All children have opportunities to sleep or to engage in restful activities, such as looking at books. Therefore, children remain focused on the pre-reading activities that promote their concentration superbly. Meals are freshly-cooked and children enjoy what is on offer. Lunchtime is a social occasion when children sit at tables in small groups. Staff talk to them and encourage all children, except babies, to serve themselves with the courses. This means that children's cutting skills and independence skills are exceedingly well promoted during the daily routine. The balanced meals help children to learn about healthy options. However, there is scope to further enhance the

understanding of children aged two years by talking about the food while they eat. The effective deployment of staff ensures that all children receive high levels of support throughout all activities. The welcoming environment and the vast wealth of interesting resources contribute fully to children's sense of emotional well-being in the nursery.

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

There are substantial arrangements for safeguarding children within the nursery because the management team takes a robust approach to keeping children safe. The provider has a highly developed understanding of the requirements of the Early Years Foundation Stage. She is proactive and forward thinking. Consequently, one of the priorities of the nursery is to ensure all staff are extremely well informed about safeguarding. Therefore, all staff contribute to the writing of policies. As a result, practice is rooted in strong knowledge which is refreshed constantly through training and monthly discussions of safeguarding matters. The designated senior persons for child protection are very confident about their role to guide the staff and to support children. Very robust recruitment procedures and a comprehensive induction programme ensure all staff are suitable to work with children. All new staff are assigned a mentor to ensure there is best practice and continuity of care. Students always work under the guidance of staff who oversee their work. Staff sign annual disclaimers relating to ongoing suitability. All records required for the smooth running of the nursery and to meet children's individual needs are available. The combined impact of all these procedures means that children are significantly safeguarded in the nursery.

Staff, parents and children consistently contribute to the thorough self-evaluation of the nursery. The well-documented drive to maintain the highest levels of achievement ensures that parents are actively involved in the constant evaluation of the service. For example, parents' views and skills are shared during regular activity workshops which help parents develop skills to support their children more effectively at home. The provider has significant understanding of the learning and development requirements and is highly committed to continuous improvement. Therefore, staff develop skills in reflective practice when they carry out regular peer observations and discuss with colleagues what they have observed. The management team also takes an active part in reviewing staff practice. They then give constructive feedback to extend the skills of the staff and this is reflected in the very good quality of teaching. They review the planning of activities the assessment of children's progress regularly. The management team leads by supporting staff in ensuring all children receive tailored support to achieve expected levels of development. An extensive programme empowers staff to shape their professional development through regular supervision sessions, discussions and training. For instance, staff have received training to support children's complex physical conditions. Therefore, they are meticulous and give precise care to meet children's individual needs.

The highly effective partnerships with parents are based on mutual trust and respect. Parents receive comprehensive information about the nursery, including activities delivered under the Early Years Foundation Stage. Parents always receive information about the planned activities which are displayed on the parents' board for each room. The

management team provides regular newsletters to keep parents abreast of changes and events in the nursery. Several boards in the reception area provide a wealth of information for parents, including the safeguarding procedures to be followed if they have concerns. Parents express their compliments about the excellent service they receive and they are extremely delighted with the progress in their children's learning. The working relationships with other professionals are commendable. The management team ensures clear lines of communication are maintained with a wide range of professionals to meet children's needs. For example, staff work closely with speech and language therapists to support children's language skills. Children do not attend other early years settings but there is an understanding of sharing information to support children's individual learning. The management team ensures that staff collaborate in all aspects of the running of the nursery. In turn, they feel highly valued and this is then reflected in the caring and welcoming environment in which children flourish and make immense progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	227081
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	960753
<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>	100
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Cotton Tails Nurseries Limited
<b>Date of previous inspection</b>	27/10/2008
<b>Telephone number</b>	0121 411 1616

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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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