

Cotton Socks Day Nursery

Cotton Socks, 13-15 George Street, Aylesbury, Buckinghamshire, HP20 2HU

Inspection date	15/04/2014
Previous inspection date	04/02/2010

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

- Leadership and management have good systems in place for safe recruitment, staff induction and supervision. Therefore, they are able to enhance their practices further. Leadership and management have a good understanding of their responsibilities to safeguard children in their care.
- Teaching is good, which helps children to make good progress in their learning.
- The key person approach supports the youngest children to feel safe and secure and prepares the older children for their next stages in learning.

It is not yet outstanding because

- Opportunities for the oldest children to extend their phonic knowledge of sounds within words are limited to help them construct familiar words.
- There are fewer opportunities for the oldest children to use mathematical language. For example, the names of two and three dimensional shapes, positional language and relative position.

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 four playrooms, the physical room, dining room and garden.
- The inspector conducted a joint observation with the deputy manager of the nursery.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector held meetings with the deputy manager and nominated persons.
- The inspector took account of the views of parents spoken to on the day and parental questionnaires.

Inspector

Ruth George

Full report

Information about the setting

Cotton Socks Day Nursery is one of a group of nurseries privately owned by Sunhill Day Care (Europe) Limited. The nursery registered in 2004. The nursery is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The accommodation is over three floors of a converted office building in the centre of Aylesbury. There is an outside play area.

The nursery is open on weekdays all year round from 7.30am until 6.30pm. There are currently 72 children on roll. The nursery receives funding to provide free early education for children aged three and four. The nursery supports children who speak English as an additional language. Children attend for a variety of sessions.

The nursery employs 12 staff and all of these hold appropriate early years qualifications. The manager holds a level 3 qualification.

What the setting needs to do to improve further

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

- extend the use of phonics for the oldest children's by linking sounds to letters within words

- strengthen the programme for mathematical development by using appropriate language to describe positions and shapes.

Inspection judgements

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

Teaching is good, which helps children make good progress in their learning. The staff assess children's development and plan effectively to support their next steps in learning. The staff organise the environment well and deploy themselves well to ensure children make good use of the learning spaces.

Teaching builds on children's interests in the natural world. Children plant bulbs and learn what they will need to help them grow into flowers. Teaching extends learning; children discover butterflies like flowers for their food. Staff skilfully teach the younger children about sea life and science concepts, for example, floating and sinking during water play. This teaching builds on children's knowledge as children comment 'it's falling down', and provides understanding of the concept and word for sinking. The staff work in partnership with parents to share home celebrations. For example they share with the children a

special plate called a Shkoor for sharing gifts during Eid. Children enjoy colouring Islamic patterns and trying on jewellery. This supports them to understand other children's customs and celebrations.

Staff skilfully teach children to use numbers in everyday routines. Children confidently recite numbers. They count each other in and out of rooms and count stairs on the way to other learning spaces. Staff encourage children to count groups of objects and teach them simple addition and subtraction. Therefore, teaching supports children to gain a good grasp of counting and number problems. Teaching supports children to use some mathematical language; however, staff miss opportunities to teach positional language and the mathematical names of two dimensional and three dimensional shapes.

Staff plan a good range of activities to support the older children's developing literacy skills. Teaching supports skills for writing and children enjoy writing their name in a letter to their family, most letters are identifiable. Staff encourage children to link sounds to letters but miss opportunities to develop skills for blending and separating the sounds in words. Children enjoy listening to and looking at books with staff. Staff skilfully support children to tell their own stories using picture books to recall past experiences to support story telling. Staff plan activities that give the youngest children opportunities to explore colour. Children use paintbrushes to make marks which underpins early writing skills and aids learning to control hand muscles.

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

The leadership and management team support children and their families to have a smooth settling in process to nursery life by using an effective key person approach. Each child and family has a dedicated key person and buddy key person. The youngest children are emotionally secure and have very strong attachments with their key person who carries out personal care routines for the youngest children in their care. For examples, settling to sleep, feeding and nappy changes. Key people provide sensitive support to encourage older children to manage their personal care routines. This helps children to manage their self-care. This approach supports the pre-school children to be confident and independent so they are well prepared for their next stages in learning.

Staff plan a good range of activities in the indoor physical play space and outdoors in the garden which promote children's physical well-being and supports a healthy lifestyle. For example, children learn to balance as they walk along blocks, gain control of their bodies when they climb and jump on and off soft play equipment. Teaching and support for children's independence at meal times is outstanding. The chef brings food to the table at the right temperature in serving bowls. Children serve the food they want and competently use cutlery to feed themselves. Staff skilfully support children throughout the meal and encourage them to scrape their waste food into a bowl and wash up their plates using a scrubbing brush. Staff encourage children to take care of the dining room, they help to sweep the floor and wipe the tables.

Staff provide consistent role models for children. They have good strategies in place to

support children to adjust their behaviour and to play together happily. Staff teach children to take care in the environment when playing. Children learn to tidy up and put things away and keep the environment free from hazards. Pre-school children carry out the garden risk assessment, looking for rubbish thrown over the fence and any dangerous things. Children count each other when they move between rooms and make sure they are all together when it is time to go back to their base room. Teaching reaffirms instructions, to remind children to listen and carry them out. This shows children are learning to keep themselves safe.

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

Leaders and managers have good systems in place to review practice and have made good progress since their last inspection to drive improvement. They understand their responsibilities to safeguard children; they review practice regularly to ensure staff implement policies and procedures effectively. Staff can confidently describe signs and behaviour indicators that might cause concern for the welfare of children and how they would report such concerns to ensure children's safety and well-being.

Leadership and management carry out audits of the nursery to ensure staff are complying with requirements. They review the educational programmes ensuring children make good progress in their learning. The introduction of summative assessments for individual children and cohort tracking provide valuable information to identify children that may require particular support. The manager has a good relationship with the local area special educational needs coordinator if additional support for children is required. Staff encourage parents to contribute details of what their children can do at home and these contributions are displayed on the 'I can' board and used to enhance planning for individual children. This joint approach supports children's next steps, building on what has gone before to develop their learning.

Recruitment procedures are robust. The leadership and management team take up references and Disclosure and Barring Service checks before new staff start work. This helps to check staff's suitability to work with children. Induction for new staff is a gradual process; the manager appoints a mentor to support the new staff member and there are fortnightly reviews with the manager. This helps new staff to understand their roles and responsibilities. Staff receive regular supervision. The manager takes any actions to support staff performance forward to their personal development plan, which the manager reviews regularly. This promotes ongoing professional development.

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	EY287323
Local authority	Buckinghamshire
Inspection number	843656
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	72
Name of provider	Sunhill Daycare (Europe) Limited
Date of previous inspection	04/02/2010
Telephone number	01296 339696

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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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