

# The Cottage Private Day Nursery (55 Bedford Street)

55 Bedford Street, DERBY, Derbyshire, DE22 3PD

<b>Inspection date</b>	11/04/2014
Previous inspection date	01/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	1
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

- The quality of teaching is consistently good and occasionally outstanding. As a result, children make good progress towards the early learning goals.
- Practitioners build excellent relationships with children and this ensures they form secure emotional attachments from which to grow into confident and independent learners.
- Safeguarding procedures are securely embedded and understood by all practitioners. This means that children's welfare is protected and they are kept safe from harm.
- Collaborative partnerships with parents and other professionals ensure that all children make good progress.

### It is not yet outstanding because

- Outdoor play experiences and opportunities are not fully exploited for all children as they are sometimes restricted for children who are not yet walking.
- Information from evaluations and appraisals is not used to best effect to form a targeted, cohesive and well-documented development plan for the nursery that builds on practitioners' already good practice.

## **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 the five playrooms and the outdoor learning area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from parents' comments collated by the setting.
- The inspector looked at a number of policies, risk assessments and children's admission information and attendance records.

## **Inspector**

Pamela Torry

## Full report

### Information about the setting

The Cottage Private Day Nursery is one of four nurseries run by Cottage Day Nurseries Ltd. It opened in 1990 and operates from five rooms in a converted house. It is situated in a residential area of Derby, Derbyshire and serves the immediate locality and the surrounding area. The nursery is open each weekday from 7.30am to 6pm all year round. All children share access to an enclosed, outdoor area. The nursery is registered on the Early Years Register and also the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll, all of whom are under the age of two years. Around the age of two years most children transition to the sister nursery located across the road. Children with special educational needs and/or disabilities and those children with English as an additional language are supported at the nursery. The nursery employs 11 practitioners who work directly with the children, nine of whom hold an early years qualifications at level 3. The manager holds a qualification at level 6 and the deputy manager holds a further qualification in management at level 4. In addition, three staff members are employed for domestic duties and to support lunchtimes. The nursery is a member of the National Day Nurseries Association.

### What the setting needs to do to improve further

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

- review and reorganise outdoor opportunities to ensure all children, including those who are not yet walking, make maximum use of the outdoor area and their experience of outdoor learning is fully exploited
  
- develop further the use of information from supervisions and appraisals to form a targeted, cohesive and well-documented improvement plan for the nursery that is used to build and maintain consistently excellent practice.

## Inspection judgements

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

The quality of teaching is good and occasionally outstanding. As a result, children make consistently good progress towards the early learning goals. Practitioners have a good understanding of the requirements in the Statutory framework for the Early Years Foundation Stage and as a result planned activities offer the necessary breadth to meet all areas of learning and development. For example, practitioners plan an activity of bathing dolls based on the interests of a child who is new to the nursery. As a result, the child settles well and begins to build relationships. Other children in the group show high levels of engagement in differentiated aspects of the activity. Practitioners' skilful modelling of language means that less vocal children listen well and attempt single words, while more

able children are challenged to name the parts of faces and bodies and make links with themselves. Practitioners helpfully follow the children's lead as squeezing sponges and observing bubbles begins to fascinate them. Open questioning such as, "Where did those bubbles come from?" results in further exploration and critical thinking about what is happening. Practitioners recognise opportunities for counting and as a result children's mathematical understanding is consolidated.

Support for children with special educational needs and/or disabilities is exemplary. The special educational needs coordinator and her team are highly effective and know the children and their families extremely well. Regular observations, assessments and identification of next steps ensure children with special educational needs and/or disabilities make very good progress from their starting points, particularly in the prime areas of learning. Practitioners liaise closely with parents and draw on the expertise of other professionals, such as, physiotherapists and speech and language therapists, to develop detailed personal planning for each child. The special educational needs coordinator closely monitors the implementation of these plans. Practitioners are fluent in the use of signing in order to support emerging language and to support those children who are not able to communicate verbally. They adopt other strategies very effectively so children who have no language skills can choose activities independently and understand routines. Baskets containing picture cards and special toys are used and activities are linked to children's individual support plans. Practitioners are astute and pick up on children's cues. For example, interest shown in a picture of a spider prompts the practitioner to ask, 'You want to sing Incey Wincey Spider? It's your favourite song. You love spiders.' All practitioners model language well and the children feel understood. Activities develop spontaneously and due to the effectiveness of practitioners' interactions with children, others are drawn in. Children are fully engaged in a singing session where all the children are encouraged to join in actions and words to progress their developing language skills.

Key persons make accurate assessments of children's starting points on entry through their own observations and from information provided by parents and carers. Ongoing observations, termly reviews and an effective tracking system monitor progress and any emerging concerns are quickly identified. This information is then used to plan a range of purposeful activities for groups and individuals that match their specific learning needs. As a result, children approaching the age of two are well prepared for the next stage of their education. For example, children have good levels of competence in understanding, speaking and listening. They learn to play cooperatively and begin to form friendships with each other, offering comfort when upset. The freedom they have to choose their own activities and engage with open-ended resources means they are highly motivated to develop their own ideas with confidence and independence. Parents and carers are very well informed about their children's progress through a comprehensive assessment programme which is shared with them regularly in a variety of ways. For example, practitioners discuss daily handover sheets that detail activities and achievements, as well as providing information about care and health. Parents are provided with learning summaries each term that show children's achievements in all areas of learning and development. Parents are invited to contribute to the identification of next steps so that children's learning is consistent at nursery and home; they confirm they are supported

through activity ideas and home learning boxes. As a result, parental partnership is a strength of the nursery and children's progress is very well supported.

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

Managers and practitioners fully recognise the importance of forming secure, emotional attachments in order for children to flourish and engage in learning. They place great importance on the development of close relationships right from the start through a strong key person system which benefits children and their families. A second or 'buddy' key person accommodates shift patterns and periods of leave to support children further and ensure they are always secure and happy. Children's transitions into the nursery, through the nursery and on to the next setting are very well supported. Practitioners gather extensive amounts of information prior to admission, through written questionnaires and 'coffee and chat' sessions, which fully involve the child. Children with special educational needs and/or disabilities are also offered a home visit. The information parents offer about their child and their interests is used to good effect to help children settle in and clarify starting points in learning and development. Children new to the nursery attend with their parents initially and receive good attention from practitioners, who support and encourage them to find activities they enjoy. Key persons accompany children on visits to the next room or next setting at the appropriate times. They use transition booklets to discuss with children what to expect and keep parents well informed. As a result, children's emotional well-being is given the highest priority and they are enabled to move on to the next stages of their education eagerly and with confidence.

Practitioners have high expectations of children's behaviour and this results in a happy and calm atmosphere. Incidents are dealt with sensitively and supportively. For example, practitioners intervene very gently when children begin to squabble over a toy. They explain to the children what needs to happen, clarify who the toy belongs to and wait until it is returned to its rightful owner. At this point, practitioners praise both children and continue to engage with them in other activities, ensuring they are affirmed and happy.

The whole nursery environment is exceptionally clean and well-maintained. Snack and lunch times are very well organised and a good deal of attention is given to hygiene. Practitioners ensure children wash their hands before and after meals and they themselves use disposable aprons and gloves. Practitioners promote children's independence as they make choices and use cutlery by themselves in a patient and unhurried manner. Children's dietary needs and preferences are fully accommodated. Supportive routines mean children have excellent self-care skills and are beginning to understand how to stay safe and healthy. Children's intimate care needs are sensitively met and permission is gained for the use of nursery creams and lotions. The nursery provides personal sleep bags in which sheets and favourite comforters are stored for individual children. This supports children's sense of security.

The indoor environment is very well resourced with appropriate learning materials and activities that are easily accessed by the children. As a result, children are confident in choosing their own play equipment and using their senses to make discoveries. For example, children under one year have safe access to three rooms that they move freely

between. Each room offers children different ways to explore and think. In the sensory room practitioners set up low-level tables of tactile materials, light tubes and treasure baskets to encourage independent learning. Children become deeply involved for prolonged periods as they explore items, such as, a piece of silk fabric, or manoeuvre a collection of wooden shapes. Children over one self-select activities from a wide variety of toys and materials that encourage them to be imaginative and exploratory in their play. All children have access to books and practitioners read to them enthusiastically. This encourages children's interest in literature. Children have access to a safe and secure outdoor area. However, children's access to the outdoors has scope for improvement. For some children, outdoor experiences and opportunities are less frequent. This is particularly relevant for those children who are not yet walking. This restricts their access to the outdoors at certain times, such as during damp weather and means that not all children gain the maximum health benefits or learning opportunities afforded by more frequent visits to the outdoors.

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

Safeguarding arrangements are strong. Practitioners understand their role in protecting children from harm and are fully aware of what to do should they have a concern about a child's welfare. A robust safeguarding policy is in place, which includes the use of mobile phones; policies are adhered to rigorously. This means that children are kept safe from harm. All staff have attended safeguarding training and this is updated regularly to refresh their knowledge. Recruitment and induction procedures are robust and ensure all those working with children are suitable to do so. For example, all staff are subject to Disclosure and Barring Service checks and are aware that any changes to suitability status must be reported to management. Risk assessments are thorough, including those for visits outside the setting, and as a result children are cared for in a very safe environment. Required documentation is in place and a regular programme of safeguarding and first aid training for all members of staff adds further strength to the provision.

The leadership and management team are effective. The provider, manager and deputy are all passionate about the provision and as a result there is a strong team of enthusiastic and highly motivated practitioners who ensure children receive a good quality early years experience. Leadership and management are fully aware of their responsibilities to deliver all aspects of the Statutory framework for the Early Years Foundation Stage and have a good understanding of what this means. Practitioners all have good levels of qualification with the manager holding a qualification at level 6. This means that practitioners understanding of how children learn and how they can best support them is good. As well as having an overview, managers know individual children and their families well and effectively monitor assessment and planning to ensure children are making good progress. The programme of monthly staff supervision, observation of practice and annual appraisals means that practice is carefully assessed and practitioners feel very well-supported by managers who are interested in their work. However, information gathered during supervision and appraisal does not result in sharply focused and well-documented targets that build on what is already good practice, in order to sustain a level of excellence in practice and in children's attainment. Self-evaluation procedures are in place and

managers reflect on all aspects of the provision. The recommendation from the previous inspection has been met and resources for the outdoor areas have been improved.

Partnerships with parents and other professionals is a strength of the nursery. Parents enjoy a welcoming induction programme where they spend time with managers and room leaders and are introduced to the life of the nursery. There is a regular flow of information between nursery and home and policies are always available for perusal. Managers have an open door policy and parents' feedback confirms practitioners are friendly, approachable and will listen to concerns or ideas. Working closely with parents and other professionals results in a joined up approach from all those involved in a child's life, which supports children to reach their full potential.

### **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>	206104
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	854403
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	17 - 0
<b>Total number of places</b>	25
<b>Number of children on roll</b>	40
<b>Name of provider</b>	The Cottage Day Nurseries Limited
<b>Date of previous inspection</b>	01/07/2010
<b>Telephone number</b>	01332 346500

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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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