

The Garden Cottage Nursery

Church Road, Boreham, CHELMSFORD, Essex, CM3 3EB

Inspection date

15/09/2014

Previous inspection date

21/10/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Staff establish warm relationships with children. As a result, children demonstrate that they feel safe and secure.
- Staff demonstrate a sound knowledge of safeguarding in order to protect children in their care.
- Partnerships with parents are encouraged by the nursery and make a sound contribution to supporting children's well-being.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the nursery.
- At times, staff do not use effective teaching strategies in order to fully challenge and extend children's learning and capture their imaginations.
- Systems for the effective monitoring and supervision of staff are not fully developed. As a result, managers do not fully support continued professional development by identifying the training and support needs of staff.
- Self-evaluation is not sufficiently robust to fully identify and prioritise areas for improvement.

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 pre-school and talked with staff.
- The inspector viewed areas of the premises and garden.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including the safeguarding procedures.
- The inspector carried out a joint observation of a teaching activity with the manager.

Inspector

Jemma Hudson

Full report

Information about the setting

The Garden Cottage Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building, situated in the centre of Boreham, Essex. The nursery serves the local area. The nursery opens Monday to Thursday, all year round, from 9am until 12noon on Monday and Tuesdays, and 12noon to 3pm on Wednesday and Thursdays, during term time only. There are currently 19 children on roll who are in the early years age group. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that observation, assessment and planning for children is focused on their interests and next steps, so that all children are effectively supported and challenged to make good progress given their age, abilities and starting points
- improve teaching strategies, so that staff consistently challenge and extend children's learning particularly through effective questioning to support children's language development
- ensure that there are effective performance management systems to improve the monitoring and supervision of staff, providing opportunities for them to receive support, coaching and training to improve practice and shape their professional development.

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

- strengthen self-evaluation in order to drive improvement for the monitoring of educational programmes and ensure all required aspects of learning are fully covered, to help children make progress.

Inspection judgements

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

Children receive a warm welcome at this friendly pre-school. They play enthusiastically with a range of toys and resources. They participate mostly in freely chosen learning

experiences and have some opportunities to extend their knowledge through adult-led, planned activities. Staff plan activities on a weekly basis. These are sometimes, but not always, linked to children's individual next steps of learning. The planning, therefore, is not rigorous enough to ensure that children are appropriately challenged and that their individual learning needs and styles are accommodated. The pre-school has systems for observing and assessing children's progress. However, there is a lack of information about children's starting points and capabilities. This means that there is little evidence to show how much progress children are making. Observations used to identify children's next steps in learning are infrequent, which means that the tracking of their progress is inconsistent and not fully effective.

Children enjoy their time at the pre-school and participate in a range of activities. For example, play dough and a selection of rollers and cutters provide opportunities for children to explore touch and smell. They use the tools appropriately to roll and cut shapes and squeeze the dough through their fingers, commenting on the way it feels. Staff interact with children throughout the session. However, these interactions are often based on staff's care skills rather than on focused teaching and observations of children's achievements in the prime areas of learning.

Children freely access books, role play, dressing-up clothes and a selection of other resources. They guide their own learning, with staff following close by to support their choices. The resources and activities children participate in generally prepare them for their next stage of learning. For example, staff talk to children about going to 'big school' and looking after their belongings. They encourage children to be independent and develop good listening skills and to learn to organise their belongings in preparation for entering school.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery as staff take account of information about individual children's care needs obtained from parents. A key-person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. The pre-school is comfortable and children move freely and safely in their environment because staff take appropriate steps to ensure that hazards are kept to a minimum. Children have access to the outside throughout the session. This supports their ability to make choices and guide their own learning. A range of equipment to support all areas of learning is readily accessible for children to self-select, which promotes their independence.

Staff support children's emerging understanding of the importance of a healthy lifestyle

that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks and meals, which include fruit and vegetables and children's individual dietary requirements are met. All children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. As a result, children achieve some independence in hygiene and managing their personal care. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is generally good, as staff share consistent expectations and act as effective role models themselves. Children willingly take on responsibility, for example, tidying away equipment before moving outdoors. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. Complying with these expectations means children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns, if they should have any, and have attended relevant training to support this. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The pre-school adheres to regulatory ratios to meet the needs of all children and ensure they are closely supervised to assure safety. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance, both informally through working alongside staff and more formally through annual appraisals. However, these processes are not yet suitably developed to ensure the continuing professional development of all staff. Effective partnerships with parents are in place. As a result, parents speak positively of the care and learning their children receive. Relationships with other professionals and external agencies are established, so that children's needs are supported, which helps them to make progress.

The manager has a sound understanding of the strengths and weaknesses of the educational programmes. However, she has not effectively identified areas for improvement. This has a negative impact on promoting good outcomes for children. The manager and her team demonstrate a commitment to improving the provision. Actions raised at the previous inspection have been successfully addressed. For example, communication books have been introduced to improve the two-way flow of

communication between parents and staff at the pre-school. However, although observation, planning and assessment systems have improved since the last inspection not enough time has lapsed to fully embed these changes and this, therefore, remains an area of focus.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY271444
Local authority	Essex
Inspection number	877633
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	19
Name of provider	Deborah Anne Law
Date of previous inspection	21/10/2013
Telephone number	01245 461649

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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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