

Stonewell Cottage Day Nursery



14 Church Hill, Moulton, Northampton, Northamptonshire, NN3 7SW

Inspection date 31 March 2015
Previous inspection date 16 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff routinely observe and assess children's play and learning. This helps them to plan for children's next steps and to effectively support their individual learning. As a result, all children, including those whose home language is not English and those who have additional needs, make good progress in their learning and development.
- Children's communication is well supported and they confidently extend and develop their vocabulary.
- Children are polite and well behaved. This is because staff act as good role models and teach children to play and share together.
- Children are safeguarded and well protected. Staff are well trained and effectively implement policies, procedures and risk assessments to ensure children are able to play in a safe and well-managed environment.
- Partnership working with parents is good. Staff encourage parents to share children's achievements from home. Parents speak highly of staff and the positive difference the nursery has made to their child's learning and development.
- The proprietor and manager continually evaluate their practice. They effectively identify aspects for improvement to support the ongoing development of the nursery and raise outcomes for children.

It is not yet outstanding because:

- Staff routines in the baby room mean that, occasionally, babies have to wait for activities to be put out. As a result, some of the babies become restless.
- Opportunities for staff to observe and evaluate each other's practice are not fully implemented to enable them to share their good teaching skills swiftly.

What the setting needs to do to improve further

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

- review the routines in the baby room, minimising the times when babies become restless as they wait for activities and resources to be prepared by staff
- extend the opportunities for staff to reflect on the quality of their teaching and the impact of this on children's learning, for example, by using peer observations and coaching to share good practice.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, in both the indoor and outdoor learning environment.
- The inspector and the manager conducted a joint observation.
- The inspector held a meeting with the manager and the proprietor, and spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation and development plans.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children benefit from a broad range of activities that stimulate their interests. Staff promote children's mathematical development well in activities and through daily routines. Younger children enjoy counting the number of spoons of pasta it takes to fill their tubs. Staff skilfully join in their play and extend their thinking, by repeating the numbers back to them as they count. Older children learn how to use simple programmes on the computer and how to operate the mouse. As a result, children develop the skills needed in preparation for their next stage in learning, or their move on to school. Babies enjoy investigating the textures and colours of paint. They use brushes with confidence to paint themselves and large sheets of paper. Staff support them, by chatting to them about the different colours and the marks they are making. However, occasionally, staff are not fully prepared for presenting these planned activities. Some babies become restless while they are waiting for staff get the resources ready.

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

Children's social and emotional development is well promoted. They form good relationships with staff and settling-in procedures are well planned and offer flexibility to parents. As a result, children settle quickly and are confident to explore their new environment. All parents and children are welcomed into the nursery by friendly and approachable staff. Children benefit from regular planned activities, which celebrate a variety of cultures and festivals. Children's growing independence is well prompted. Staff use daily routines, such as mealtimes, to help children understand the importance of good health. Children are supported to serve themselves at lunchtime. All children's meals are freshly cooked and staff provide a variety of healthy snacks and drinks. They benefit from plenty of fresh air and exercise, as they have continuous access to the well-resourced outside area. Staff help children to learn about keeping themselves safe through routine discussions and by enabling freedom to take manageable risks in a supervised environment.

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

The leadership team takes positive steps to safeguard children and has a good overview and knowledge of the educational programmes. Systems for staff recruitment and retention are effective. Procedures for staff induction are in place and, as a result, all staff are aware of the nursery's policies and procedures. The well-qualified staff team means that the quality of teaching is good across the nursery. Regular team meetings and staff supervisions help to ensure that all staff are well supported, and that any additional training needs are identified to enhance their practice. However, staff have not yet had the opportunity to evaluate each other's practice so that they can share their good skills, and improve the quality even further. Self-evaluation is accurate and clearly outlines their strengths and weaknesses. The leadership team has a clear understanding of what the nursery does well, and how it can be further improved.

Setting details

Unique reference number	220109
Local authority	Northamptonshire
Inspection number	865846
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	57
Name of provider	Vicki Fowkes
Date of previous inspection	16 May 2011
Telephone number	01604 492357

Stonewell Cottage Day Nursery was registered in 1999. It is open from 8am to 6pm, Monday to Friday, all year round. The nursery employs 12 members of staff. Of these, eight hold appropriate early years qualifications at level 3 or above, and one holds Early Years Professional Status. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. It also provides funded early education for two-, three- and four-year-old children.

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