

Grove Cottage

151 London Road, BISHOP'S STORTFORD, Hertfordshire, CM23 3JX



Inspection date

22 October 2015

Previous inspection date

25 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The inspirational manager strives to provide the highest quality of care for children. She has taken immediate action to address the previous concerns raised at the last inspection. Her excellent links to other agencies and proactive attitude secure focused help and funding for children in the most need of support.
- Well-qualified staff have a good understanding of the learning and development requirements. Teaching is strong. Staff take swift action to adapt the environment as necessary to include all children who choose to join in with planned activities.
- An effective key-person system supports all children to make good progress and close identified gaps in learning. Staff build trusted relationships with each family to offer sensitive support as needed and promote children's well-being.
- Children benefit from a high staff to child ratio. This enables them to experience regular one-to-one support and activities tailored to meet their specific developmental need. Parents state how happy they are with the care that children receive and express their reluctance to leave when it is time for children to move on.
- Children have excellent opportunities to promote their physical skills. Weekly activities include swimming, soft play areas and local walks. Children move in a variety of ways outdoors as they eagerly bounce on the trampoline and pedal bikes around obstacles.

It is not yet outstanding because:

- On occasion, staff step in too readily to redirect children's play without allowing them sufficient time to determine and enjoy their own chosen games.
- Planned activities are not always organised to minimise nearby distractions and maintain children's engaged focus.

What the setting needs to do to improve further

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

- enhance the teaching practice so that it is highly responsive to children's direction of play and consider timely moments to extend their learning
- review the organisation of planned activities to make the most of all available space and minimise distractions to children's focused attention.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager and held discussions with the manager and some other members of staff.
- The inspector held a meeting with the nursery provider and manager. She looked at relevant documentation, such as the nursery policies and evidence of the suitability of staff working in the nursery.
- The inspector reviewed the nursery self-evaluation form and explored an online learning system with the deputy manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is good

The ambitious manager uses self-evaluation effectively to identify strengths of the nursery and her priorities for improvement. Future plans include introducing further resources to enhance children's use of technology and to extend the systems for reviewing staff practice. The manager shares her wealth of experience and up-to-date knowledge as she delivers training and guidance to other professionals in the sector. Staff feel supported in their role and benefit from regular supervision to support their own professional development. The manager reviews the overall progress of different groups of children to select training opportunities that will have the most positive impact on practice. The arrangements for safeguarding are effective. Staff are aware of the possible indicators of abuse and the appropriate action to take should any concerns for a child arise.

Quality of teaching, learning and assessment is good

Staff know children well. They provide a balanced learning programme to build upon their current interests and preferred style of learning. Staff use a variety of strategies to enable all families to contribute to children's learning. For example, parents choose from daily discussion, home-link books and an online system, to remain fully informed of the activities children take part in and share valuable information about their child. This promotes children's continuity of care and learning. Staff have a clear understanding of the skills children are capable of and tailor their next steps in learning to be challenging, yet achievable. Children enjoy sensory play and explore a wide range of textures. Staff organise the resources well. For example, they place activities at different height levels to ensure that even the walk between the indoor and outdoor area stimulates each child.

Personal development, behaviour and welfare are good

Children enjoy their time at nursery and demonstrate secure attachments with the adults that take care of them. They cuddle into their key person when they need reassurance or are tired from the morning's activity. Children listen intently to staff and observe the use of meaningful visual aids. They are familiar with the daily routines and show awareness of what comes next. Children memorise the welcome song and happily continue to sing as they play. The inclusive ethos of the nursery and varying needs of those attending help children learn to value and respect the differences of others. They take turns and embrace regular positive rewards for their achievements. Staff act as good role models. This helps children to learn appropriate ways in which to behave from a very young age. Staff strictly adhere to the dietary requirements of each child, yet fully embrace the social aspect and benefits of shared mealtimes.

Outcomes for children are good

Children with disabilities and those with special educational needs all make good progress from their starting point assessment. They achieve very good outcomes in line with their expected potential. Precise assessments completed by staff and outside specialists help children gain the essential skills to prepare for the next stage in their learning. Children develop good self-help skills; they begin to feed themselves and consider how they may need to dress for different weather conditions.

Setting details

Unique reference number	EY372502
Local authority	Hertfordshire
Inspection number	1010568
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	13
Name of provider	Bishops Stortford Mencap
Date of previous inspection	25 March 2015
Telephone number	01279 656085

Grove Cottage opened in 1972 and was registered in 2008. It is run by Bishop's Stortford Mencap Society for children with disabilities and those who have special educational needs. The nursery employs 10 members of childcare staff. Eight of these hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The remaining two members of staff are working towards completing a qualification at level 3. The nursery opens from Monday to Thursday, during term time only. Sessions are from 9.30am until 2.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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