

Kozy Cottage Childcare Ltd



Caretakers House, Hareside First School, Hareside, Cramlington, NE23 6BL

Inspection date	19 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 managers have created a strong cohesive team of dedicated staff who are well qualified and experienced. Staff skilfully observe children at play and make accurate assessments on their learning. They have high expectations of children's abilities, helping them to make good progress in their learning and development.
- Staff ensure that children are kept safe and secure at all times. They are vigilant and demonstrate a balanced approach to risk management. Children are taught to identify hazards in the environment and learn how to manage them effectively.
- Partnerships with parents are very good. They comment on how approachable the staff team are and how well their children are progressing in their learning. They receive accurate information about their children's progress to help them build on children's learning at home.
- Staff promote positive behaviour at all times and support children effectively to manage their feelings. Children confidently talk about what makes them happy or sad and they are encouraged to think about other people and show respect.

It is not yet outstanding because:

- At times, children's play is interrupted so that they can take part in group activities and routine tasks. Children do not consistently have the time they need to explore, become absorbed in what are doing and refine their skills in learning.
- Methods for gaining information from parents about children's development are not thorough enough to help staff plan as effectively as possible for children's individual learning when they first start.

What the setting needs to do to improve further

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

- provide more opportunities for children to become engrossed in their chosen play so that they have more time to explore, investigate, gather and process information more readily
- explore further ways to seek detailed initial information from parents regarding what their children can already do at home, in order to plan more precisely for their individual learning needs when they first start.

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 a manager and the setting team leader.
- The inspector held a meeting with the setting's managers. She looked at relevant documentation, such as policies and procedures, attendance records, planning and children's assessment files.
- The inspector checked evidence of staff suitability records, their qualifications and training certificates.
- The inspector spoke to a small number of parents and carers during the inspection and viewed completed feedback questionnaires, taking account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers ensure that staff are suitably qualified and vetted for safety purposes. Induction and supervision sessions help to ensure that staff know their roles and responsibilities. Managers use regular opportunities to check staff safeguarding knowledge and make sure that they know how to identify and report concerns. This helps to protect children. Performance management is regularly undertaken and identifies training opportunities for staff. For example, training on how to develop the outdoor provision is having a positive impact on outcomes for children. Managers are reflective practitioners. They also encourage staff to reflect on their work and provide suitable guidance and support in helping them improve their skills. Leaders check children's assessments regularly to make sure any gaps in learning are prioritised when planning what children need to learn next.

Quality of teaching, learning and assessment is good

The learning environment has a range of good quality resources that help to challenge and stretch children's emerging skills and learning. For example, staff encourage children to examine their facial features in hand-held mirrors. They ask thought-provoking questions, encouraging children to compare differences in eye and hair colour. Children effectively develop their concentration skills. They refine their dexterity skills as they create replicas of themselves using a wide range of craft materials. Staff successfully extend the knowledge and skills of older children. They encourage children to observe finer details, such as the shape of the nose and aspects of clothing. Staff teach children how to recognise letters and pronounce them correctly. Children show an interest in number and counting using bricks and charts to compare size and number.

Personal development, behaviour and welfare are good

Children are happy and content in the setting, which is warm, friendly and homely. Staff support children to develop their independence and help them to gain a strong sense of belonging. Children's emotional and physical well-being is fostered well. Good relationships and attachments nurture children's confidence well in all age groups, including the out-of-school club. Younger children just starting at the setting demonstrate their growing confidence, quickly settling and joining in with activities. Children learn about healthy lifestyle choices. They are served fresh fruit and vegetables on a daily basis and talk about their likes and dislikes. Staff use snack time as a learning experience for all children. Children concentrate well and persevere as they cut up their own fruit, developing their self-help skills. Children have opportunities for regular physical activity in the fresh air.

Outcomes for children are good

All children, including those who are funded, are making expected or better progress in their learning and development. They are acquiring the skills necessary in preparation for moving on to school. Children are articulate and enjoy engaging in conversations with staff. They mix well with each other, including those older children attending from the out-of-school club. Children are eager to play both inside and outdoors. They begin to recognise their name and show an understanding that writing has a purpose.

Setting details

Unique reference number	EY494929
Local authority	Northumberland
Inspection number	1029935
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 13
Total number of places	16
Number of children on roll	34
Name of registered person	Kozy Cottage Childcare Ltd
Registered person unique reference number	RP533657
Date of previous inspection	Not applicable
Telephone number	07853290594

Kozy Cottage Childcare Ltd. was registered in 2015. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. One member of staff holds a relevant qualification at level 2 and one is working towards a childcare qualification at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7am until 9pm and include out-of-school care. The setting provides funded early education for two-, three- and four-year-old children.

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