

Rose Cottage Farm Childrens Nursery

Rose Cottage Farm, Burnham Moor Lane, Edithmead, Burnham-on-Sea, Somerset,
TA9 4HE



Inspection date

11 July 2017

Previous inspection date

28 September 2016

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

- Since the last inspection, the management team has focused well on its own and staff's professional development to improve outcomes for children. For instance, staff working with two-year-old children have had training to increase their skills in meeting their specific needs. Several staff are now studying for a higher level qualification.
- Babies and children are happy and secure. They have good relationships and babies eagerly enjoy cuddles from their key person. Children's behaviour is good, and they learn to understand and manage their feelings effectively.
- Staff make regular observations of children's achievements and identify how best to support their next stages of development. Staff plan effectively, using children's interests to motivate their learning. All children make good progress.
- Staff provide strong support for children's mathematical development throughout the nursery. They help children with counting, sorting and recognising shapes, in all activities.

It is not yet outstanding because:

- Staff are not consistent in enabling older children to listen, concentrate fully and have time to answer questions during large group activities.
- Staff do not provide all parents with frequent information on how to support their children's next stages of learning at home.

What the setting needs to do to improve further

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

- help older children to listen, concentrate fully and respond to questions during large group activities
- extend the opportunities for all parents to more actively support children's learning at home.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with children, staff and parents, and took account of the provider's self-evaluation.
- The inspector held a meeting with the provider, manager and early years teacher, and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of their responsibilities to keep children safe. They know what to do if children are at risk of harm. The provider has good systems to monitor staff's ongoing suitability. The manager monitors the consistency of staff's observations and children's overall development well. She ensures that they identify any gaps in children's development promptly and plan to help them catch up. Strong partnerships with parents and outside agencies help provide consistent support for children who have special educational needs and/or disabilities. The management team uses self-evaluation well. For instance, it has improved the use of role play in the pre-school according to children's interests. It provides good support for staff to keep improving the quality of their teaching and share best practice. Staff now know how to plan to make good use of all areas of the provision to meet children's learning preferences. The newly appointed early years teacher is focusing well on supporting staff even further to enhance children's outdoor learning.

Quality of teaching, learning and assessment is good

Staff plan challenging activities that hold children's interests. For example, in the role-play ice-cream shop, older children develop skills in using scoops, playing alongside others and learning about money. Staff provide good support for children's speaking skills. For instance, they engage older children in good discussions, and use objects of reference and repetitive language with the young ones. Staff demonstrate how to use equipment and give children enough time to practise new skills for themselves, such as using a pipette to move water. Children return to activities later and recall what they had to do.

Personal development, behaviour and welfare are good

Children use a good range of resources indoors and outdoors, and have good opportunities to select where they prefer to learn. Staff support children's independence well. For example, young children climbed steps under close supervision to manage washing their hands, and older children set their place for lunch and served their own food. Children learn the importance of eating healthily, having plenty of exercise and keeping themselves safe. Staff exchange important information with parents to know babies' routines and their daily individual needs. They work together consistently to promote children's physical and emotional well-being.

Outcomes for children are good

Children have good experiences that prepare them well for their next stage of development and school. Children are imaginative and creative. Older children play together well, following the same theme and making suggestions. Children are confident speakers, have good opportunities to practise their early writing skills and enjoy experimenting, such as finding out how to melt ice. All children are eager to take part in activities and enjoy their learning. For example, older children excitedly play a game and staff challenge them with counting spots on a dice and finding the corresponding numerals. Toddlers happily splash in water and foam, and explore paint.

Setting details

Unique reference number	507985
Local authority	Somerset
Inspection number	1075132
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	1 - 7
Total number of places	64
Number of children on roll	70
Name of registered person	Janine Karen Vowles
Registered person unique reference number	RP907916
Date of previous inspection	28 September 2016
Telephone number	01278 793103

Rose Cottage Farm Children's Nursery registered in 2001. It is located in Edithmead, in Burnham-on-Sea, Somerset. The nursery is open each weekday from 7.30am to 6pm, all year round. There are 16 members of staff, including the owner. Of these, one holds early years teacher status, 11 staff hold an early years qualification at level 3 and one member of staff holds a qualification at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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