

# Cotton Tails Day Nursery and Link Club

Cotton Tails Nursery, Mercer Street, Burtonwood, WARRINGTON, WA5 4JJ



## Inspection date

1 November 2017

## Previous inspection date

28 February 2014

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | Previous inspection: | Good | 2 |
| 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

- Leaders have high expectations and have embedded a strong culture of professionalism. The enthusiastic team is highly motivated to drive continual improvement.
- The highly qualified and experienced staff make good use of their skills and the high-quality resources to promote children's learning and development. They provide rich, imaginative opportunities for children to explore, investigate and practise their skills, inside and outside.
- Staff provide a welcoming and caring environment where children are happy. They know children well and every child is valued. Children are encouraged to make choices, follow through their own thinking and play creatively. This prepares them well for their eventual move on to school.
- Partnership working is strong. Staff make good use of their links with other professionals to enhance provision for children. They are successful at sharing information with parents and engaging them in their child's ongoing learning.

### It is not yet outstanding because:

- Staff do not make best possible use of their detailed assessments to meticulously plan adult-led activities to help to narrow the identified gaps in children's learning even more quickly.
- Space within the nursery is not always excellently planned for, to fully support younger children when toilet training and consistently maintain children's high levels of confidence as they move through the nursery.

## What the setting needs to do to improve further

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

- enhance the planning of adult-led activities to help to provide highly targeted experiences which challenge every child to achieve the highest levels possible and help to rapidly narrow any identified gaps in achievement
- consider even better ways to support children when toilet training and maintain their high levels of confidence as they move through the different rooms in the nursery.

### 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 observations of activities with the early years professional.
- The inspector held meetings with the leadership team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke with staff, parents and children and took account of their views.

### Inspector

Angela Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders motivate and empower staff to take on extra roles and responsibilities, and to develop areas of expertise. There is a high staff morale and a shared drive to achieve the best outcomes for children. Leaders check the quality of teaching and monitor children's progress carefully. This helps them to identify where improvements can be made. Risk assessment is thorough. Any accidents or incidents are robustly investigated and are used as a mechanism to drive improvement and ensure the continued safety of all children. Staff are trained to a high standard in child protection and in first aid. They are vigilant and confidently implement procedures when they have concerns. The arrangements for safeguarding are effective.

### Quality of teaching, learning and assessment is good

Staff understand how children learn. They make good use of everyday routines to promote learning. They spontaneously capture unique moments to maximise learning during play. For example, when children show interest in making marks in foam they model how to make the initial letter of their name. Teaching for early writing is good. Staff thoughtfully add items to children's role play. For example, children are keen to pretend to write staff letters using a wide range of interesting items in the pretend post office. Staff skilfully shape their interactions to promote strong attitudes to independent learning. High priority is given to promoting communication. Staff model language effectively. They demonstrate describing words and ask some questions that make children think. Imaginative storytelling helps children to develop an interest in books and stories.

### Personal development, behaviour and welfare are good

The highly positive and nurturing staff help children to build strong attachments and develop good self-esteem. They take time to get to know children well and communicate closely with parents to find out about children's needs right from the start. Staff also communicate well with each other to share information about children when they progress through a number of rooms. Once they are settled in their new room, pre-school children think and feel safe enough to learn independently. Babies are settled and content. Children's good health is well promoted. They thoroughly enjoy their nutritious, home-cooked meals and can access drinks whenever they are thirsty. Toilet training is given high priority and is mostly very well organised. Children's behaviour is managed well. Staff use effective strategies to help all children to understand what is expected.

### Outcomes for children are good

Children make good progress. Mostly, children achieve what is typically expected for their ages. Those children who have lower starting points or who are identified as at risk of delay are swiftly identified and catch up well. Children develop high levels of self-care and independence from an early stage. They form strong relationships with staff and seek out special friends to play. Children listen well in small groups and enjoy stories. They develop a rich vocabulary and show an interest in the sounds that letters make.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY447874  |
| <b>Local authority</b>                           | Warrington  |
| <b>Inspection number</b>                         | 1102417   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 17  |
| <b>Total number of places</b>                    | 80  |
| <b>Number of children on roll</b>                | 68  |
| <b>Name of registered person</b>                 | Kids on Top Ltd   |
| <b>Registered person unique reference number</b> | RP904945  |
| <b>Date of previous inspection</b>               | 28 February 2014  |
| <b>Telephone number</b>                          | 01925224735   |

Cotton Tails Day Nursery and Link Club registered in 2012. There are currently 17 staff working directly with children, all of whom have appropriate early years qualifications. These include one member of staff who holds early years professional status and three who hold a relevant early years degree. The nursery opens from Monday to Friday, 7.30am to 6pm, all year round with the exception of bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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