

# Children's Cottage Day Nursery

Clavering Primary School, Stortford Road, Clavering, Saffron Walden, Essex, CB11 4PE



<b>Inspection date</b>	11 April 2018
Previous inspection date	27 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 provider has sought guidance from the local authority to help improve the provision and has successfully addressed the actions and recommendations raised at the last inspection.
- Staff are confident to work with relevant professionals, such as speech and language therapists, to support individual children. Gaps in learning are identified and staff work closely with parents to close these as swiftly as possible.
- Parents speak highly of the staff and the good-quality care and support their children receive when settling in and moving through the nursery and on to school.
- The well-qualified staff team organises a wide range of interesting and exciting play activities that is suited to the ages and stages of children's learning. They know each child well and make learning fun.
- Staff praise children for their achievements. They effectively support them in learning about the behaviour that is expected of them. Staff teach children how to use good manners and 'walking feet' indoors.

### It is not yet outstanding because:

- Although systems for performance management help to improve practice across the staff team, they are not used as precisely as possible to raise individual teaching practice to the highest level.
- The provider and staff do not consistently seek the views of parents and children when evaluating their provision to help identify areas for further improvement.

## What the setting needs to do to improve further

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

- sharpen evaluations of the impact of staff's practice to more rigorously target their individual professional development and further increase opportunities for children to make rapid progress
- expand reflective practice processes to include the views of parents and children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through feedback they shared during the inspection.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Recruitment and induction procedures are effective and help the provider to ensure staff are suitable to work with children. Staff carry out daily risk assessments and check resources to help reduce hazards. Leaders have developed an appropriate system for recording accidents or any incidents. Safeguarding is effective. Staff are knowledgeable and understand how to recognise possible signs and symptoms of abuse. They are confident with the procedures to follow if they have concerns about a child's welfare. Additional funding is used well to provide children most in need with extra support. Staff know the children well and make regular and ongoing assessments of their development and progress. These assessments effectively inform planning to support children's future learning. Children make sustained progress in their learning.

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

Children enjoy a wide variety of play and learning experiences. In particular, their access to the interesting outdoor area encourages them to be curious and excited learners. Children of all ages play with purpose and pleasure. Excellent opportunities help the children to learn about and identify with their local community. For example, they plant and grow fruit and flowers on the nursery allotment, help at the annual village fete, enjoy walks to the shop to buy snack and share tea and cake each month with local residents. Children are articulate. They enjoy reading stories with and to each other. Older children select their favourite book and tell the story using the pictures as clues, confidently repeating familiar phrases. Games help younger children to listen, take turns and follow instructions. Staff introduce new words as children make wooden bridges from blocks. They talk about adding a ramp and children inquisitively ask what this is. Staff show them by placing a block at an angle to create a slope which toy cars can roll down.

### Personal development, behaviour and welfare are good

The key-person system works well. Staff skilfully support children's emotional well-being and help them to settle quickly and become ready to learn. Staff are confident to contribute their knowledge and ideas to enhance children's experiences. Outdoors, staff support children's physical development well. Children move in different ways as they climb, slide, run and jump. Staff help children to understand the wider diversity within the world. For example, children explore the language of others, such as Polish and learn about similarities and differences linked to customs and stories. A range of healthy and flavoursome food is provided for children throughout the day.

### Outcomes for children are good

All children make good progress from when they first start at the nursery. They have fun and are confident to engage adults in their play. For example, they ask questions while playing with ice and enjoy exploring which animals live in cold climates. Children show their natural curiosity as the ice begins to melt and they realise it changes to water. Some are quick to make links with recent snow fall. All children make good progress and acquire the key skills needed in readiness for their move to school.

## Setting details

<b>Unique reference number</b>	EY389261
<b>Local authority</b>	Essex
<b>Inspection number</b>	1118202
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Children's Cottage Day Nursery Ltd
<b>Registered person unique reference number</b>	RP535348
<b>Date of previous inspection</b>	27 October 2017
<b>Telephone number</b>	01799 550469

Children's Cottage Day Nursery registered in 2009. The nursery employs four members of childcare staff. Of these, all hold an appropriate early years qualification at level 2 or above and the provider has a Masters (MA) Degree in Early Childhood Studies. The nursery opens from 8am until 6pm, Monday to Friday, all year around except for bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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