

Inspection date

10 April 2018

Previous inspection date

12 August 2016

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management team does not always ensure the staff ratio and qualification requirements are met. During busy periods there are not enough staff to ensure all children are involved in purposeful learning.
- Although all staff in the room know the children, not all children in the toddler and pre-school room are assigned a key person. This limits the effective engagement with parents in regards to information sharing and to guide their children's learning at home.
- Some staff do not make effective use of the information gathered from observations and assessments to plan challenging enough activities for children. Systems to support and monitor staff's teaching practice across the setting are not consistently effective.
- The management team evaluates the provision but the process is not developed enough to monitor quality effectively and ensure all requirements are met.

It has the following strengths

- Staff are kind and dedicated to supporting children's well-being. Children form good relationships with staff and show they are secure and happy in the setting.
- Babies are supported well to develop their communication and language skills. They enjoy looking at books and listening to stories where they have opportunities to learn new sounds and words.
- Older children develop skills that prepare them for school and become independent. They dress up for role play and use their imagination to lead their own play.
- Children enjoy fresh air and exercise outdoors, promoting their health and well-being.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that staffing ratio and qualification requirements are met at all times	23/04/2018
■ ensure that each child has a key person who works in partnership with parents to coordinate their care and learning	08/05/2018
■ ensure all staff use information gained from observations and assessment more effectively to plan challenging and purposeful play for each child, responding to their individual needs, interests and stage of development.	08/05/2018

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

- improve the performance management, supervision and professional development arrangements of staff so that teaching is consistently highly effective and constantly improving
- develop further the self-evaluation to identify strengths and priorities for improvement clearly.

Inspection activities

- The inspection was triggered by concerns raised about the provider, following the risk assessment process.
- The inspector observed the quality of teaching indoors and outdoors to assess impact on children's learning.
- The inspector conducted a joint observation with the deputy manager outdoors and in the toddler area, to assess the quality of teaching and support for children's learning.
- The inspector sampled a range of documentation, such as records of children's learning and progress, safeguarding policies and suitability checks.
- The inspector took into account the views of parents, staff and children who were present on the day of inspection.

Inspector

Anja Eribake

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Managers monitor staff's ongoing suitability to care for children and recruit new staff, using secure procedures. They provide training for staff to ensure they understand the procedures to follow if they have concerns about an adult or a child. The managers have recently implemented new supervision procedures which have not yet shown an impact. They do not accurately identify areas to help develop staff's personal effectiveness and precisely target their individual training needs. Self-evaluation is not effective enough to address areas of weakness promptly. Staff provide parents with information to understand the provision of care for their children. Managers have plans to monitor the progress of different groups of children to help ensure best outcomes for children.

Quality of teaching, learning and assessment requires improvement

The teaching is not consistently strong, which is partly due to the low staffing ratios. Some staff's engagement with children is not always effective to help build on their learning, such as during self-chosen activities. Most staff make regular observations of children's play and identify the next steps in learning to help plan activities and resources for children. However, some staff do not take this information into account to help ensure they offer experiences that are challenging and interesting enough to engage children fully and extend their learning. Still, children have many opportunities to develop their physical skills, including their hand-to-eye coordination. They enjoy a variety of creative activities, such as painting and making collages, using tools, such as sponges, glue, paper and pens. In the garden children have chances to balance on tyres or use bicycles and hula hoops to help develop their coordination skills.

Personal development, behaviour and welfare require improvement

Staff gather information from parents about children's abilities when they start and use this to support children to settle in. Not all older children have a key person, as required. This means that some children do not receive care that is shaped to their individual needs and their parents are not as effectively engaged in their children's learning. Children learn about good hygiene procedures and develop self-care skills. They are encouraged to wash their hands from as early as possible and feed themselves. Children help one another during activities. For example, when using the tyres to balance, friends hold each other's hand to ensure they do not fall. This also helps them learn about, and respect, individual needs. Children share resources and ideas when playing together.

Outcomes for children require improvement

Overall, children make steady progress and acquire some skills that prepare them for their future learning. Children attain some of the necessary skills in preparation for school. They are supported with their early writing skills. Pre-school children write letters, learning about stamps and purposeful writing. Toddlers learn about measurements when playing with pasta. However, the weaknesses in the quality of teaching and planning mean that not all children make progress as rapidly as possible.

Setting details

Unique reference number	EY446805
Local authority	Lewisham
Inspection number	1133791
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	0 - 4
Total number of places	52
Number of children on roll	58
Name of registered person	Cottage Day Ltd
Registered person unique reference number	RP531616
Date of previous inspection	12 August 2016
Telephone number	02082917117

Cottage Day registered in 1996 and is in Forest Hill, within the London Borough of Lewisham. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. It closes for one week at Christmas, and public holidays. The nursery receives funding for the provision of free early education for children aged three and four years. There are 19 members of staff, 11 of whom hold appropriate early years qualifications. This includes two members of staff with a qualification at level 5 and five members at level 3.

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