

# Cottage Day Nursery

Smithy Cottage, Cuckoo Lane, LIVERPOOL, L25 3PL



## Inspection date

31 May 2018

Previous inspection date

7 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 planned the childcare areas with much thought and the learning environment is unique and charming; they share a clear dedication for the continued development of the nursery. Children benefit from high-quality resources and there are many opportunities for them to develop good independence skills.
- Practitioners work in partnership with parents and understand the importance of gathering information when children first start at the setting. For example, families are offered home visits and a flexible transition when starting which help practitioners to establish starting points for children's learning and develop secure relationships.
- Children behave well. Staff are good role models who encourage them to consider the feelings of others and take turns. This helps children to develop good social skills and friendships from an early age.
- The provider and manager demonstrates a strong commitment to providing high-quality care and education. They take account of the views of parents and children to help plan future developments and enhancements.
- Children develop skills to support their eventual move on to school. For example, older children learn how to put on their shoes in preparation for outdoor play.

### It is not yet outstanding because:

- Staff do not consistently develop effective links to share information and work with other settings children attend to help them make the best possible progress.
- On occasions, staff do not allow sufficient time for children to respond and communicate.

## What the setting needs to do to improve further

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

- strengthen the links with other settings children attend to promote a more shared approach to meeting their needs
- review and provide more opportunities for children to have time to respond and maximise their communication skills.

### 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 held a meeting with the managers. She viewed relevant documentation, including evidence of the suitability of staff working in the nursery, policies and procedures and children's learning and development records.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector spoke to a number of parents during the inspection and also took account of their views from their written feedback.
- The inspector carried out a joint observation with the manager.

### Inspector

Ms Alison Hobbs

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of how to keep children safe and they are clear about the procedures to follow should they have concerns about a child's welfare. Staff spend time with older children discussing safety and assessing risks in many ways. For example, children complete a safety check of the outdoor play space with staff prior to other children joining the area. This helps children develop a good understanding of how to keep themselves and others safe. Leaders share a clear focus for the future development of the setting. They coach the highly qualified staff to support their ongoing professional development through regular supervisions. Managers routinely monitor the progress children make. They identify any gaps in learning to enable and plan targeted support and interventions with staff to help children in a timely manner. Parents speak highly of the setting and comment that their children thoroughly enjoy their time at the setting.

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

Children and families are welcomed by staff into the setting. Staff share information with parents daily about their child's achievements and current focused next steps. Parents attend regular parents' evenings to discuss the progress their children have made. Staff ensure they deploy themselves well to support children's development and enhance opportunities for learning. They ensure they are always nearby to encourage younger children to join in and try new experiences. For example, babies delight as they explore the texture of jelly, staff encourage them to 'have a go' and explore with all of their senses. Staff provide children with many opportunities to develop independence skills. For example, older children are encouraged to help during teatime preparation and discuss the healthy meals being prepared and the benefits of healthy lifestyles.

### Personal development, behaviour and welfare are good

Children develop secure attachments with their key person. The key-person system is effective because staff know their key children well. For example, staff use information from parents when children first start to plan activities based on children's current interests. This helps support children's sense of belonging within the setting. Children's positive behaviour is celebrated and a system for recognising the efforts they make is in place. Staff provide children with regular praise and encourage them to try new experiences. For example, children relish the opportunities to explore ice. They discuss the changes as the ice melts and recognise the textures and temperatures. Staff promote good mathematical skills. They encourage children to consider quantity and shapes as they classify and group resources.

### Outcomes for children are good

Children work comfortably within the expected range of development. Children are motivated and keen to learn. They develop good literacy skills. For example, pre-school children learn to recognise letters and the sounds they make to form words.

## Setting details

<b>Unique reference number</b>	EY355293
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1064986
<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 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Cottage Day Nursery Limited
<b>Registered person unique reference number</b>	RP527945
<b>Date of previous inspection</b>	7 January 2013
<b>Telephone number</b>	01514289419

Cottage Day Nursery was registered in 2007. The nursery is open all year round from 7.30am until 6pm, Monday to Friday, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 10 members of childcare staff, of whom five hold appropriate early years qualifications at level 3, two at level 6, and one member of staff holds Qualified Teacher Status.

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