

Cotton Socks Day Nursery

13-15 George Street, AYLESBURY, Buckinghamshire HP20 2HU



Inspection date	17 August 2018
Previous inspection date	15 April 2014

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

The provision is good

- The caring staff spend time playing with children in a positive way. They build strong bonds with children, who are happy, settled and secure. This inclusive and nurturing environment supports children's emotional well-being fully.
- Partnerships with parents are good. Staff successfully help them to understand how to support their child's development at home. For example, they provide bags containing resources for children to take home and complete activities. This helps parents to become fully involved in their children's learning.
- Leaders support staff well. They regularly observe them during interactions with children to help identify areas for development. Staff receive a good level of support to help them improve their knowledge and skills through ongoing training and supervision.
- All children make good progress in their learning. They are confident, motivated and have fun. Young children show a great interest in books, focus for prolonged periods and giggle with excitement when staff interact with them.

It is not yet outstanding because:

- Occasionally, the staff do not provide children with the time that they need to explore their interests and develop their own ideas during adult-led activities.
- Leaders have not explored a variety of ways to involve parents in the evaluation of the setting effectively.

What the setting needs to do to improve further

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

- continue to provide children with increased opportunities to explore their interests and develop their own ideas during adult-led activities
- strengthen the opportunities for parents to share their views about the setting and contribute to its continual improvement.

Inspection activities

- The inspector spoke to parents and took their views into consideration.
- The inspector completed a joint observation of an activity with the nursery manager.
- The inspector had a tour of the areas of the nursery used by children.
- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector observed the interactions between the staff and children, and evaluated the impact on children's learning.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The manager monitors groups of children's progress effectively. This means that she quickly identifies where some children may need additional help and provides targeted support to help ensure that all children make progress from their starting points. The arrangements for safeguarding are effective. Leaders and managers ensure that staff have a good knowledge of how to keep children safe. They have created a culture of vigilance where they continually promote children's welfare. For instance, staff complete rigorous risk assessments to help ensure the environment is safe for children and there are good arrangements to determine staff suitability. Leaders are proactive in making positive changes that benefit children. For example, since the last inspection they have enhanced the opportunities for the oldest children to extend their phonic knowledge, such as by teaching them the initial sound in familiar words.

Quality of teaching, learning and assessment is good

Staff understand how children learn through play. They skilfully interact with them and use everyday experiences to help support their learning. For example, as children peg items of clothing onto a washing line, staff ask them to count the items. Children confidently count how many and know that if they add more clothes they will have a greater number. Staff working with babies and toddlers promote children's language, communication and creative skills effectively. For instance, they sing to them and demonstrate how to use musical instruments to create a sound. Babies and toddlers copy the actions to familiar songs as they dance, moving up and down and shake the instruments. Pre-school children enjoy the time they spend outdoors. They investigate a good range of easily accessible resources, explore different textures and recognise change. For example, as they follow recipes in the mud kitchen, they comment that the water turns brown as they add the mud.

Personal development, behaviour and welfare are good

Children make independent choices from a vast variety of stimulating resources and play materials. They become fully engaged and concentrate for long periods. Toddlers and pre-school-aged children independently complete tasks themselves. For instance, they serve their own lunches and pre-school children help to wash up the cutlery and crockery when they have finished. All children successfully lead a healthy lifestyle. They enjoy nutritious meals and snacks, and have good opportunities to be physically active. Children show good levels of care and empathy for others. For example, as staff read a story to them involving a character who is sad, they suggest that they could take the character home to make them feel happy.

Outcomes for children are good

Children develop skills that prepare them well for their future learning, including school. They behave well, are happy and confident, and show a strong drive to learn. Pre-school children have good imaginations. For example, during role-play, they represent their own ideas and thoughts and recall past experiences. They learn how to use information technology, for example, as they use computers to write their own names.

Setting details

Unique reference number	EY287323
Local authority	Buckinghamshire
Inspection number	10060610
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	100
Number of children on roll	53
Name of registered person	Sunhill Daycare (Europe) Limited
Registered person unique reference number	RP519019
Date of previous inspection	15 April 2014
Telephone number	01296 339696

Cotton Socks Day Nursery is one of a group of nurseries privately owned by Sunhill Day Care (Europe) Limited. The nursery registered in 2004 and is open on weekdays from 7.30am until 6.30pm, all year. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 11 staff, eight of whom hold appropriate early years qualifications. The manager holds a level 3 qualification.

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