

# St James Cottage Nursery & Out Of School Club



St James First School, Gaunts Common, Wimborne BH21 4JN

<b>Inspection date</b>	8 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 management team monitors the progress between different groups of children efficiently to identify and address any gaps in their development. Children make good progress in their learning from the start.
- Staff establish very good working relationships with parents. They work together efficiently to monitor and support children's learning. For example, children take home 'treasure bags' to collect natural resources with their parents to explore in the group.
- Children develop very positive behaviour and social skills. They are polite, use good manners and show a care and concern for one another. For example, children tell others who have fallen over 'I'll help you'. They learn about the different lives and beliefs of others to explore diversity in the world.
- Staff value professional development to improve their knowledge and skills, and to support good outcomes for children. For example, they use guidance from recent training to help support children in managing difficulties in their lives and to help their emotional development.

### It is not yet outstanding because:

- Staff do not exchange detailed information with staff at other settings that children attend to help complement and support children's development further.
- Staff do not consistently help older children to learn how to handle books carefully to support their reading skills further.

## What the setting needs to do to improve further

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

- develop the partnerships with the staff at other settings that children attend to complement children's development even more effectively
- support older children more consistently in learning how to handle books carefully to develop their reading skills further.

### Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation, and spoke to children at appropriate times.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

#### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff keep their good knowledge of child protection issues and procedures up to date. They understand the risks to children and what action to take to safeguard children's welfare. The management team follows robust vetting procedures to help ensure staff are suitable to work with children. Managers monitor the quality of staff interactions with children to ensure they provide consistently good standards of care and teaching. The management team and staff reflect on and evaluate the quality of the group's provision and encourage parents to contribute their views. Parents state, for example, their children settle very well, gain great confidence and staff keep them up-to-date regarding their children's learning.

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

Staff use accurate assessments to identify children's interests and developmental needs. They plan exciting activities to support children's next steps for learning. Staff join in children's play with enthusiasm to capture and maintain their interest, and to challenge them well. For example, they use props and picture cards to help younger children to choose and sing songs together, and to develop their language skills. Staff build on older children's learning well. For instance, they ask children lots of questions to challenge their thinking, such as why something is not safe to do and how things, such as 'gloop' feels in their hands. Staff allow children time to think about questions and listen respectfully when they share their views and ideas. This helps children to communicate confidently.

### Personal development, behaviour and welfare are good

Staff encourage children to lead their own play in safe, secure and stimulating play areas. They provide a nurturing playroom for the younger children to explore and join in small-group activities. Children all benefit from continuous outdoor play opportunities where they enjoy many physical and creative activities. For instance, children climb, balance on beams, ride wheeled toys around tracks, play ball games and use many tools in creative play. Staff provide many materials for children to explore, build and create with. For example, some children use the construction materials to build with while others create a nest for their 'dinosaur eggs' to hatch safely in. Staff get involved in children's imaginative play to encourage their ideas further, such as asking about the 'cream cheese and glue cakes' children make in the mud kitchen.

### Outcomes for children are good

Children develop the skills they need for their future learning that help prepare them for the move on to school. They are interested and motivated to learn and engage well in their play. Children develop good self-confidence and independence. For instance, younger children learn to change their clothes and older children carry out responsible tasks for staff. Children enjoy many opportunities to write for a purpose, such as making lists in their imaginative play. They count in their play and older children learn to recognise numerals and to develop their mathematical skills.

## Setting details

<b>Unique reference number</b>	EY537855
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10077059
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	St James Cottage Nursery CIO
<b>Registered person unique reference number</b>	RP537854
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01258 840679

St James Cottage Nursery & Out Of School Club registered in 2016. It is located in Gaunts Common, Dorset. The setting employs 10 members of staff. Of whom nine hold early years qualifications at levels 2 or 6. The setting opens from Monday to Friday during term time and for six weeks during the school holidays. Sessions are from 8am to 6pm. The setting provides early years education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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