

Elm Cottage Day Nursery and Out of School



Thorn Grove Primary School, Woodstock Avenue, Cheadle Hulme,
Stockport, Cheshire SK8 7LD

Inspection date	15 November 2018
Previous inspection date	7 December 2015

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 management team reflects accurately on the quality of the provision and demonstrates a proactive approach to continually improving. For example, the nursery's early years teacher has been working closely with staff to reflect on their practice and the environment.
- Staff have created good links with the adjacent nursery school. They work alongside teachers to encourage information sharing and regularly take children to join in with some of the activities, such as story time. Children are well prepared for their move to school.
- Staff work well with parents and they value their contributions. They share information about children's progress to help to support continuity of learning at home. For example, staff provide parent workshops, such as 'developing early writing skills', to further support children's early literacy development.
- Staff know children very well and they have developed warm, affectionate relationships with them. Older and younger children play well together, sharing and taking turns, and they are well behaved. For example, children work together to clean the toy cars.
- Children benefit hugely from the interesting and well-resourced environment, both indoors and outdoors. They choose from a wide range of exciting activities and resources and they are motivated to learn.

It is not yet outstanding because:

- Occasionally, staff interrupt the flow of play of younger children to carry out daily routines, preventing them from becoming deeply engrossed in learning.

What the setting needs to do to improve further

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

- develop more effective ways to help younger children to become deeply engrossed in uninterrupted play and learning.

Inspection activities

- The inspector observed the quality of teaching during activities throughout the nursery and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the nursery manager.
- The inspector talked with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the nursery manager and the early years teacher. She looked at relevant documentation, including children's learning records, and checked evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector
Helen Gaze

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have completed safeguarding training and demonstrate a good understanding of their role to protect children from harm. They know the procedures to follow should they have a concern about a child's welfare. Recruitment procedures are robust and ensure staff are suitable for their role. Staff undergo a comprehensive induction process and vigorous supervision arrangements are in place to support the ongoing improvement of staff practice. Staff benefit from a range of professional development opportunities. For example, following recent training, staff introduced new strategies to support children's physical skills. All staff have attended paediatric first-aid training and are confident in dealing with accidents and emergencies that may arise. The early years teacher monitors children's progress and analyses the data to identify and address any areas of learning where children may have gaps.

Quality of teaching, learning and assessment is good

Staff teaching is good and some is outstanding, particularly among those working with older children. Assessments of children's development are accurate. Staff closely observe children as they play and consistently look for ways to extend their interests and learning. Children have a strong desire to explore and they are keen to get involved. For example, younger children enjoy mixing water, paint and cornflour together to see what happens and older children experiment with mixing paint to create different colours. Children remain focused and busy for sustained periods. Staff support children's mathematical development well as they play. For instance, they encourage children to predict and measure how far their paper plane travels when it is thrown through the air. Children are confident communicators. They enthusiastically chat to staff and share their experiences.

Personal development, behaviour and welfare are good

Staff create a friendly, welcoming and child-centred environment and children's sense of belonging is strong. Children arrive in the morning happy and they are eager to get involved. All children enjoy spending time outdoors and they learn how to keep physically active. For example, children run, climb and ride wheeled toys. They show a good awareness of safety as they move around and negotiate space. Children learn about good hygiene routines and they manage their own personal care. For example, they learn to wash their hands before eating. Children enjoy the healthy, well-balanced, home-cooked meals. They develop their independence from a young age. For example, older children confidently serve themselves at mealtimes and younger children are supported to feed themselves.

Outcomes for children are good

Children gain good skills for the future. They are eager to learn and to try new things. They concentrate and persist well with tasks. For example, babies develop their physical agility as they learn to pull themselves up on furniture. Older children develop their early reading skills. They learn to recognise, write and sound out the letters in their name. All children make good progress from their starting points.

Setting details

Unique reference number	EY300705
Local authority	Stockport
Inspection number	10066060
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 - 11
Total number of places	60
Number of children on roll	116
Name of registered person	Elm Cottage Ltd
Registered person unique reference number	RP907526
Date of previous inspection	7 December 2015
Telephone number	0161 485 7681

Elm Cottage Day Nursery and Out of School registered in 2005. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above, and four hold level 6. The nursery opens Monday to Friday for 51 weeks a year, excluding bank holidays. Sessions are from 8am until 6pm. The nursery receives funding to provide free early education for two- and three-year-old children.

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