

# Inspection of Christmas Cottage Nursery

Christmas Cottage, Haw Lane, Bledlow Ridge, High Wycombe, Buckinghamshire  
HP14 4JJ

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Inspection date: 16 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children arrive at the nursery with very positive attitudes to learning. They have access to a rich and varied curriculum which keeps them highly motivated to learn. In the outdoor area, children climb, run and jump confidently to test their varying physical skills. They work extremely well together, taking turns and sharing resources of their own accord. Children build on and extend their understanding of their surroundings. For example, they are excited to discover a range of insects outside and are squeal with delight on the discovery of the frog. As their friends continue to explore their findings, boys go to the mark-making area to draw their favourite insects they have discovered. They are developing excellent drawing and writing skills in preparation for school.

Children benefit greatly from the outstanding focus placed on supporting their emotional needs. This is particularly evident when children and families face difficulties. Staff expertly use a range of resources to superbly support children to learn how to express their emotions. As a result of this, children learn to use the language of emotions in a range of situations to express themselves.

Children develop exceptional language and mathematical skills. They are supported to explore letters and sounds and thoroughly enjoy word games. For example, toddlers are able to recognise the first initial in their own name, identifying it on the interactive board. Subsequently, they expertly paint the letter with water and brushes outside. Children enjoy a wealth of high-quality learning experiences that are expertly organised. They are excited to explore the concepts of floating and sinking, and knowledgeably use terms of mass in the correct context, such as 'dense' and 'solid'. This helps to build precisely on their existing knowledge and skills.

## **What does the early years setting do well and what does it need to do better?**

- The manager, who is also the provider, is inspiring. She is extremely knowledgeable and has developed an astute and highly skilled team. The manager conducts ongoing supervision meetings and coaching sessions for staff. She and her staff have a shared vision of the high-quality practice they want to provide for children at all times.
- Children arrive at the nursery with a smile. They are happy, excited and cheerful throughout the day. They build exceptional bonds with staff and one another. Children are extremely comfortable and settled, and they fully understand what is expected of them. Behaviour is impeccable.
- Partnerships with parents are exceptional. Parents comment that staff are 'nurturing' and many comment on the 'home-from-home' environment provided. Parents appreciate the excellent progress their children are making. They are

thrilled with communication they receive and the advice to support learning at home. Parents value the close bonds their children have with staff. They say that they trust staff completely and the nursery is integral to their community.

- Children develop an early love of reading. They listen to stories while snuggled up to staff, who read with vibrant expression. Children build their knowledge and understanding as staff ask them probing questions. This sparks their imaginations. Children have fabulous opportunities to express themselves creatively in artwork.
- The manager continually challenges staff's knowledge and skills. She fosters a culture of reflective practice and self-evaluation among the staff team. For example, staff observe one another on film and critique each other's practice. The manager provides first-class training and plenty of opportunities for staff to extend their qualifications. Staff highly praise the opportunities they have to develop their skills and practice. The manager and her deputy act with exceptional integrity towards staff. They fully recognise their hard work and well-being. For example, the manager has taken measures to further support the well-being of the staff team through an employee assistance programme. Staff say that they feel extremely happy at work and are inspired and supported in their roles.
- Children of all ages learn to respect others. They take part in outings which contribute to their learning about their community and the different cultures around them. These include visits to the local church, shops, play areas, woods and the neighbouring care home, where they show their care for older people and learn from them.
- Staff provide children with many opportunities to develop their independence skills. Children take part in a range of tasks throughout the day. For example, children peeled and chopped the parsnips for the soup they were making. As a result, even the youngest children take responsibility for their personal needs. The older ones are equally self-sufficient. Children actively learn to help staff during routines, such as mealtimes. They develop the skills they need to support their future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has high expectations of staff, especially regarding their knowledge of safeguarding. Staff receive rigorous safeguarding training, including ongoing discussions and workshops on child protection. They monitor the welfare of the children vigilantly. Staff demonstrate detailed knowledge of the signs that could indicate a child is at risk of harm, including from exposure to radical and extremist views. Staff have an excellent understanding of their duty to identify and respond to concerns about a child and/or member of staff working with them. The manager maintains meticulous recruitment procedures. She ensures staff's suitability through ongoing checks.

## Setting details

<b>Unique reference number</b>	140902
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10128567
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Dexter, Jenny
<b>Registered person unique reference number</b>	RP904492
<b>Telephone number</b>	01494 481714
<b>Date of previous inspection</b>	12 August 2015

## Information about this early years setting

Christmas Cottage Nursery registered in 1995. It operates from rooms on the ground and second floor of the nursery owner's home in Bledlow Ridge, near High Wycombe, Buckinghamshire. The setting is open each weekday from 8am until 6pm, for 51 weeks a year. There are seven staff who work with the children, six of whom hold relevant early years qualifications. The manager and deputy are qualified to degree level. The nursery receives funding for the free early education of children aged three and four years.

## Information about this inspection

### Inspector

Amanda Perkin

## Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector had a walk with the provider through all areas of the premises used by the children.
- Parents shared their views through verbal and written feedback. The inspector took these views into account.
- The inspector observed the quality of interactions during activities and assessed the impact on children's enjoyment and engagement.
- The inspector looked at a sample of the documentation. This included evidence of suitability and training records.

We carried out this inspection 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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