

Inspection of Play Days Cottage

Osbourne Cottage, Tuxford Road, New Ollerton, NEWARK, Nottinghamshire NG22 9TA

Inspection date: 15 July 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy the rich, unique learning opportunity to hatch and nurture ducklings in the nursery. They learn about caring for their new nursery pets, which has encouraged lots of new language, such as 'embryo'.

Children of all ages are happy. They play, explore, and learn with confidence. Babies and toddlers enjoy cuddles with staff, who are affectionate and attentive to their needs. This demonstrates they feel safe and secure in the company of familiar adults. Older children play well with their peers and build strong friendships. They are caring towards others in their play.

Children develop their independence. Staff support them and know the value of this. This helps to support children for the next stage in their learning, such as when they move to a new room. Toddlers manage their own care needs when they visit the bathroom with minimal support. Furthermore, toddlers find and put on their own shoes before they go outdoors.

Children enjoy playing in the adventurous garden every day. They take challenging risks when they stack tyres, climb into them, and slide down the fireman's pole. Staff are close by to watch. They have high expectations that the children will take safe risks with support. Children are inquisitive and motivated learners, who are well prepared for the next stage in their education.

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

- The knowledgeable manager and her dedicated staff provide children with an interesting and well-thought-out environment. The activities provided reflect children's individual interests and needs. For instance, babies who are beginning to 'cruise' have low level units to help them to practise their walking. Toddlers use a wealth of construction resources to develop their interest in building, this contributes to their imaginative skills.
- The manager and staff know children well. They plan a curriculum that focuses on what children need to learn next. One focus for all ages, following on from the COVID-19 (coronavirus) pandemic, is to develop children's communication and language skills. Staff engage children in conversations and ask questions of them.
- Staff are strong and positive role models and guide children's behaviour. They remind children to listen to their friends who may not like what they are doing. This helps children learn to be respectful of the views of adults and their friends.
- Staff join in with children in the morning with the 'wake-up' session. Children and staff follow instructions, sing and do actions to a song. Staff recognise that this helps to start their day and 'kick-start' their minds. However, staff do not

always use spontaneous opportunities to build on children's learning. For example, when a butterfly flies into the room, staff 'shoo' the butterfly away, rather than support children to learn facts about nature and butterflies.

- The chef prepares fresh nutritious meals and snacks daily, such as a large fruit platter for lunch. This contributes to children's healthy eating.
- The manager supports and encourages staff to improve their skills. There is a good training and development programme to help staff enhance their practice and improve outcomes for children. For example, staff speak about research they carried out to explore risky play. They say this has helped them to support children to 'have a go', without hindering their natural curiosity.
- The manager and staff recognise that, due to the COVID-19 pandemic, some children have not socialised with others. Staff have introduced a 'mini-kicks' class for children to practise their physical skills with an external teacher. This helps to broaden children's horizons beyond those they may already have at home.
- Overall, interactions with babies are good. Some babies get excited as they put paint on paper, using shaving brushes and cardboard tubes. They enjoy painting staff's hands, who then show the babies how to make handprints. However, babies individual learning is, sometimes, not fully considered. For example, during a planned painting activity, staff spend too much time with some babies and not enough time with others. Furthermore, there are not enough resources for all babies to take part. This, occasionally, leaves some babies watching others having fun.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about their role and responsibilities. They understand their duty of care to report any signs that might suggest a child is at risk or when a family may require support. Managers and staff fully understand the procedures to follow should they have concerns about a colleague's practice. They understand local referral procedures and the importance of recording any concerns. The premises are safe and secure. Each room is secured with a keypad entry system. This means guests cannot access the nursery rooms uninvited. The manager and staff are trained in paediatric first aid. This means they can respond promptly in the event of an accident.

What does the setting need to do to improve?

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

- strengthen staff's interactions with older children to help extend and build further on spontaneous learning opportunities
- develop staff's understanding of how to hold babies' interest during planned activities to help them to focus and engage in learning.

Setting details

Unique reference number	EY557276
Local authority	Nottinghamshire County Council
Inspection number	10175117
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 9
Total number of places	34
Number of children on roll	58
Name of registered person	Annable, Charlotte Lynne
Registered person unique reference number	RP557275
Telephone number	01623361604
Date of previous inspection	Not applicable

Information about this early years setting

Play Days Cottage registered in 2018 and is situated in New Ollerton, Nottinghamshire. The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, two at level 5 and one has early years professional status. The nursery opens from Monday to Friday, all year round except for bank holidays. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

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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