

# Inspection of The Cottage Day Nursery

3 Lower Stone Close, Frampton Cotterell, Bristol BS36 2LG

---

Inspection date: 5 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children arrive happy and eager to play. They confidently explore the wide range of activities available with interest and curiosity. For example, the children laugh and giggle as they explore the cars and tubes. They play well alongside each other as they watch to see whose car can go the furthest. Children benefit from meaningful interactions with staff, which stimulates their learning and builds on what they already know. Staff demonstrate that putting the tubes up higher can make the cars go faster. This sparks curiosity and children begin testing other surfaces and angles to see if they can make the cars go faster.

Staff offer children lots of praise and reassurance to build confidence and self-esteem. This supports children to build secure attachments with their key persons. They openly engage staff and others in their play. Older children listen to each other and share ideas. They formulate a plan to rescue their friends from the moon. The children build a car out of crates and large junk modelling. They call staff by their names to join in with their play. The children discuss what tools they would need for the rescue. The children use their imagination to rescue their friends. Staff praise the children for their bravery and the children all cheer.

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

- The curriculum is a blend of both adult-initiated and child-led activities aimed at covering all seven areas of learning. The staff plan a wide range of activities based on the children's interests. They use meaningful interactions to extend children's learning past what they already know. Children discuss different dinosaur names, for example saying, 'that's a triceratops'. The children and staff discuss how the triceratops got its name, stating that 'it has three horns'.
- Children have opportunities, both indoors and outdoors, to build on their physical abilities. Older children run around the garden and climb a large wooden structure. They use crates and large junk modelling to create challenging obstacle courses. Younger children build strength in their muscles as they climb over the soft-play equipment and go up and down the slide.
- Partnerships with parents are good. Staff work closely with parents to ensure a consistent exchange of information. They have daily conversations with parents, offering support and giving information about children's development. Parents praise the staff for their support in getting their older children ready for school. They enjoy seeing the photos of what their children have done on the online application, which keeps them up to date on their child's learning and development.
- Support for children with special educational needs and/or disabilities is a strength of this nursery. Staff quickly identify children who may need support and communicate well with parents. The special educational needs coordinator

works alongside other professionals to ensure that children receive the support that they need.

- The children show that they are confident communicators from a young age. For example, babies explore the sea creatures and hold them up in the air to gain the attention of the adults. They use single words such as 'shark' and 'turtle'. Staff repeat words back to the children, offering lots of praise. Older children talk to staff and visitors about their holidays and past events.
- Staff feel supported in their roles by their management team. They have regular supervision meetings where they receive feedback and guidance. However, professional development is not specifically focused to improve staff skills and knowledge further. As a result, the teaching standards are not consistent across the nursery.
- Overall, children behave well. Staff help children to understand how to share and take turns. Older children show respect for each other's views and ideas. They demonstrate a positive attitude to learning. However, the staff miss key opportunities to support younger children with beginning to understand how to manage their feelings and behaviours.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager is aware of her role to report and respond to any safeguarding concerns. She has a good understanding of how to recognise concerns that may suggest a child is at risk and how to respond to this information. The manager ensures staff have access to relevant phone numbers and information for them to report any allegations or concerns. The staff know how to identify the signs and symptoms of abuse. They show awareness of female genital mutilation, the 'Prevent' duty and county lines. The manager regularly tests the staff's knowledge of policies and procedures to keep their knowledge up to date.

## **What does the setting need to do to improve?**

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

- further support younger children to understand the impact their behaviour has on others to help them manage their feelings and behaviours effectively
- enhance the professional development and training of staff to focus on improving the quality of teaching further.

## Setting details

<b>Unique reference number</b>	136094
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10234180
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	50
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Mr P and Mrs B Draisey Partnership
<b>Registered person unique reference number</b>	RP911311
<b>Telephone number</b>	01454 777900
<b>Date of previous inspection</b>	15 September 2016

## Information about this early years setting

The Cottage Day Nursery opened in 1997. It is open each weekday, from 7.30am to 6pm, excluding public holidays. The nursery employs 19 members of childcare staff, 15 of whom hold early years qualifications ranging from level 2 to level 4. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Louise Phillips

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector and the manager completed a learning walk where they discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the managers to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke and engaged with the inspector during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022