

Report for childcare on domestic premises

Inspection date: 24 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel safe and secure. They form close bonds with the friendly and nurturing staff. The manager and staff have high expectations for children's learning and have a good understanding of their next steps. All children, including those with special educational needs and/or disabilities, make the best possible progress in their development. Children's behaviour is good. They learn what acceptable behaviour is and how to play kindly and share with others.

Interactive stories read by staff capture children's attention. Children listen carefully and happily join in. They learn new actions and words very quickly and repeat key phrases back and anticipate what might happen next. For instance, children squeal with excitement as they predict if it will be the 'bat' or 'spider' on the next page.

Children are confident to speak and communicate their thoughts in both small- and large-group activities. They engage in fun activities that interest them for lengths of time. Babies and toddlers develop secure social skills. They have a safe, bright and clean environment, which they actively explore. Babies and toddlers are excited and engaged as staff read stories and sing to them. At times, younger children have the opportunity to be with the older ones outside and at mealtimes. This helps them to make a smooth move into the pre-school room when the time comes. Children have regular opportunities to explore their local community during outings to local fields, farm and looking for narrowboats on their canal walks.

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

- The manager has a clear intent for the curriculum, which is shared with the staff team. Together with her staff, they monitor children's progress and take prompt action to ensure that no child falls behind in their learning. The manager and staff continually identify ways to give children further life experiences.
- Children are confident to try out new experiences and motivated to practise what they have learnt. For example, they collect grapes from the vine in the garden and thoroughly enjoy squishing them with their feet, exploring the texture, smell and sounds it produces. Children learn about the wider world during weekly cooking activities. For example, they have been learning about Spain and Italy by making pizza and Spanish 'Pan con tomate', listening to music from these countries, hearing and attempting key phrases or finding the countries on the map.
- Children benefit from opportunities to play outdoors and engage in physical activities with the enthusiastic staff. For instance, they enjoy jumping, running, kicking, and catching balls, which support their gross motor skills. They practise

their small-muscle skills through a range of activities, such as sand and water play. However, staff do not always check the outside area to ensure resources are suitable to use, specifically after heavy rain.

- Children develop good independence skills. For example, pre-school children use a knife and fork at mealtimes. They pour their own water into beakers and gravy onto their food using the small jugs. They have learned to put on their own coats before they go outside. Mealtimes are sociable occasions. However, at some routine times of the day, staff keep children waiting for longer periods of time while they complete other tasks.
- Children have opportunities to take risks as they cut pumpkins with small, sharp tools. Older children test out their ideas with determination when trying to make a hole in the pumpkin. Children show great imagination. For example, they excitedly add their 'potions' in cauldrons. They recall their learning from the recent story 'Potion Commotion'. They show delight when they add vinegar and the cauldrons' contents begin to 'bubble' and 'fizz'.
- Partnership with parents is strong. The manager and staff work hard to establish effective methods of communication with parents and carers. Parents have the utmost praise for this setting and the staff. Staff inform parents of their children's levels of development and how to support their learning at home.
- The manager is ambitious and passionate about providing high-quality care and education. She includes staff, parents and children in the evaluation of the setting to help identify areas for improvement. Staff report that they feel supported by the manager and the training opportunities they access that enable them to refresh their knowledge and learn new skills.

Safeguarding

The arrangements for safeguarding are effective.

All staff have updated their knowledge and understanding of child protection and safeguarding issues. They know how to report any concerns, should they have a concern about the welfare of a child. Staff supervise children well and ensure no unauthorised person can enter the premises. They know the whistle-blowing procedure if they have a concern about an adult working at the setting. The manager has robust recruitment and induction procedures in place. She completes rigorous checks to ensure that only those suitable to work with children do so.

What does the setting need to do to improve?

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

- review the daily routines to minimise disruptions to children's learning to enable them to display higher levels of engagement
- improve daily risk assessment procedures to ensure outdoor resources are continually suitable for children to use, particularly after bad weather.

Setting details

Unique reference number	EY390446
Local authority	Stoke-on-Trent
Inspection number	10235289
Type of provision	Childcare on 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 4
Total number of places	20
Number of children on roll	26
Registered person unique reference number	RP510955
Date of previous inspection	25 October 2016

Information about this early years setting

Brook Cottage Childcare was registered in 2008. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications, two at level 5 and three at level 3. The nursery opens from Monday to Friday for 51 weeks a year and closes for all bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Beverley Devlin

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 manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outside and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children and carried out a joint observation of an activity with the deputy manager.
- The inspector reviewed written feedback from parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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