

Inspection of The Cottage Private Day Nursery (55 Bedford Street)

55 Bedford Street, DERBY DE22 3PD

Inspection date: 5 May 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The nursery uniquely specialises in the care of babies and children up to the age of two years. Leaders and staff have a deep understanding of how positive relationships help these very young children to achieve the best possible outcomes. Babies and young children build incredibly strong bonds with key staff, which helps them to feel settled and confident in their environment. They benefit from this, as they are cared for by staff who are extremely dedicated and focused on providing the highest levels of care and education for children of this age.

Babies and young children develop an immense sense of self and belonging. For instance, staff value children's heritage and culture. Children's home life is reflected in the nursery. Staff play music and provide materials that are pertinent to children and their home life. This provides all children with different experiences to promote their understanding of others and the communities around them. Children learn about what makes them unique. Staff help babies to recognise themselves as they look at their reflections in the mirror and talk about their features. Children recall past experiences as they excitedly point to photos of themselves on the wall. Staff share young children's enthusiasm and use simple language to describe what is happening in the picture.

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

- Staff have high expectations of all children and plan an ambitious curriculum. For example, from an early age, children develop excellent physical skills. Babies develop their fine motor skills and hand-eye coordination as they complete inset jigsaws and manipulate play dough. Staff provide equipment to promote and challenge young children's physical skills. For example, they use their core muscles as they walk across balancing beams. Staff celebrate their achievements with smiles, claps and cheers.
- Babies and young children make rapid progress relevant to their starting points. Staff make excellent use of a range of assessment tools to identify children's emerging gaps in development. They expertly use this information to successfully implement early intervention strategies and targeted teaching. Children's progress is closely monitored and supported by the manager, special educational needs coordinator and staff. As a result, potential gaps in children's learning are quickly closed.
- Babies and young children are curious and have a positive attitude to play and learning. Staff provide opportunities for them to safely explore different materials. For example, young children who were previously apprehensive, feel secure with their key person close by to discover the texture and feeling of play dough. They tentatively touch the play dough and, with the encouragement of their key person, they begin to mould and roll the dough with ease.

- Parents speak very highly of staff. They comment that staff are knowledgeable and thoughtful and that nothing is too much trouble. They state that staff offer high-quality support to back up what they are doing at home. Staff share information with parents via an online app and face-to-face communication. The manager plans specific events for families for them to offer support to one another and access activities. For example, children with special educational needs and/or disabilities and their families are invited to a soft-play session at the weekend.
- Staff help babies and young children to build their independence. For example, during mealtimes, they provide babies with spoons and encourage them to self-feed. As they get older, children confidently handle cutlery to eat. Staff encourage the young children by saying 'good scooping' and offering praise.
- Staff carefully consider what they want babies and young children to learn, and this is reflected in how they communicate with them. For example, staff clearly model words, such as 'ladybird'. The young children show their understanding by selecting the ladybird jigsaw piece. Staff provide young children with positive learning experiences and use every opportunity to interact with them. For example, they use nappy changing as a time to talk and sing. As a result, babies and young children are surrounded by an abundance of quality interactions provided by staff to support their all-round development.
- Staff are supported exceptionally well by the manager. She is caring and nurturing and provides staff with a comprehensive level of support. For example, she implements a robust induction process for new staff to ensure that they are confident and competent in their roles. Staff are passionate and eager to continually develop their own knowledge and understanding to meet young children's needs. For instance, they complete a range of training based around the safety and care of babies and young children.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including those that do not have direct contact with children, complete safeguarding training. Staff have a comprehensive understanding of a range of safeguarding topics, including how to identify and report concerns about a child's welfare. Staff's knowledge and practice of safe sleep are impeccable. Safe sleep guidance is also shared with parents to support children's safety at home. Robust systems are in place for the safe administration and justification of medications. Children's dietary needs and requirements are very well catered for. Staff carry out detailed checks to ensure that children's health needs are met.

Setting details

Unique reference number	206104
Local authority	Derby
Inspection number	10280692
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 2
Total number of places	27
Number of children on roll	45
Name of registered person	The Cottage Day Nurseries Limited
Registered person unique reference number	RP517076
Telephone number	01332 346500
Date of previous inspection	1 August 2017

Information about this early years setting

The Cottage Private Day Nursery (55 Bedford Street) registered in 1990 and is located in Derby. The nursery is one of four nurseries run by Cottage Day Nurseries Ltd. It is open weekdays from 7.30am to 6pm, all year round. Around the age of two years, most children transition to the sister nursery located across the road. The nursery employs 13 members of childcare staff, 10 of whom hold appropriate early years qualifications, including one at level 6.

Information about this inspection

Inspector
Mel Walker

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to the management team and staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of routines and activities with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to one parent and viewed written feedback from 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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