

Inspection of The Cottage Private Day Nursery

76 - 78 Bedford Street, DERBY DE22 3PD

Inspection date: 14 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the nursery. There is an effective key-person system in place that helps children to form strong attachments with staff, promoting their emotional security. Children are supported by staff to be curious and explore. For example, children show fascination as staff show them a ladybird. Together, they discuss the patterns and spots on the ladybird's wings. Children carefully hold the ladybird, excitedly show their friends and tell them about the ladybird.

Children relish in using their imagination to experiment with mud and water to make potions. Staff provide children with different containers and utensils to support this activity. Children's critical-thinking skills are developing as staff encourage them to consider what they can use to scoop soil into the bottles.

Children benefit from targeted activities provided by staff that focus on supporting children's next steps in learning. For example, staff provide children with pom-poms and clearly instruct what to do with them, introducing positional language for children to learn. Children develop their listening and attention skills as they concentrate and copy the movements of staff. They giggle as they shake their pom-poms high up in the air and shake them down low. Staff encourage children to take turns and encourage each child to suggest an action with the pom-poms. Children respond well to the guidance of staff and respectfully wait for their turn.

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

- Staff value and respect children's views. They create a children's council for them to contribute ideas and make decisions in the nursery. For instance, staff ask children to decide on names for the nursery chickens. Children discuss this and agree on naming the chickens Mona, Broccoli and Tyrannosaurus Pecks.
- Staff use assessment very well and swiftly identify emerging gaps in children's development. They are supported by a knowledgeable and skilled special educational needs coordinator (SENCo). The SENCo works closely with staff to implement targeted interventions and strategies to meet children's individual needs and help close gaps in their learning.
- Staff have strong partnerships with parents. They invite them to celebrate special events, such as pre-school children graduating from nursery. Children's self-esteem and confidence are boosted as parents and staff share their achievements. Parents are extremely happy with the care and education provided at the nursery. They comment on how staff promote children's development and meet identified health needs.
- During focused activities, staff support children's learning effectively. However, during some routines and children's free play, staff do not fully make the most

of opportunities to extend children's knowledge. For instance, staff do not make the most of mealtimes or physical play to teach children the importance of nutrition and exercise in leading a healthy lifestyle.

- Staff help children to develop an interest in books. Children's communication skills are promoted as staff plan time to sit with children and read. Outdoors, staff and older children huddle under a slide and eagerly share a story.
- The manager and staff use additional funding to enhance opportunities and experiences for children. For example, they arrange a minibeast and reptile session. Children benefit from this experience and learn about the different animals, such as snakes and spiders.
- Staff support children's transitions to school effectively. They help children to become familiar with the school environment. For instance, they provide photos of local schools and school uniforms in the role-play area. Staff replicate the organisation of school lunchtimes to prepare older children for their move on to school.
- Overall, children behave well. Children know to tidy up when staff play a song. Staff intervene to help keep children safe and promote positive behaviour. For example, staff ask children not to do gymnastics, such as roly-polys, inside. However, staff do not always provide children with clear explanations to support them to understand the reasons why.
- The dedicated manager is passionate about the nursery for families and staff. She has a strong focus on forging positive relationships with all who use and work at the nursery. Consequently, families and staff feel comfortable to approach the manager for support, advice and to discuss any concerns.

Safeguarding

The arrangements for safeguarding are effective.

The manager implements robust recruitment and induction procedures to ensure the suitability of staff. Staff are deployed effectively to ensure the safe supervision of children. They understand their responsibilities to keep children safe, including whistle-blowing and how to escalate concerns about the behaviour and conduct of other staff. The manager has oversight of incidents, which are meticulously investigated, and immediate action is taken to strengthen practice and reduce potential risks. Staff can confidently identify and recognise signs that may indicate a safeguarding concern. They know and understand the recording and reporting procedures to ensure that child protection concerns are promptly dealt with.

What does the setting need to do to improve?

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

- help staff to extend children's learning during routines and children's self-chosen play, with particular regard to helping children to understand healthy food

choices and the impact of exercise on their bodies

- strengthen children's understanding by giving clear explanations to help them make sense of instructions and expectations put in place by staff.

Setting details

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| Unique reference number | 206103 |
| Local authority | Derby |
| Inspection number | 10280764 |
| 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 | 2 to 5 |
| Total number of places | 68 |
| Number of children on roll | 127 |
| Name of registered person | The Cottage Day Nurseries Limited |
| Registered person unique reference number | RP517076 |
| Telephone number | 01332 346500 |
| Date of previous inspection | 14 August 2017 |

Information about this early years setting

The Cottage Private Day Nursery registered in 1990 and is located in Derby. The nursery is one of four nurseries run by Cottage Day Nurseries Ltd. It is open Monday to Friday, from 7.30am to 6pm, all year round. The nursery employs 23 members of childcare staff, 17 of whom hold appropriate early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 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 carried out joint observations of routines and activities with the manager.
- 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 spoke to parents during the inspection and took account of their views.
- A sample of documentation was reviewed, including paediatric first-aid certificates and staff suitability checks.

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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