

Leigh Cottage Childcare

Inspection report for early years provision

Unique Reference Number EY370330

Inspection date 16 July 2008

Inspector Jan Healy

Setting Address 6 Sladesbrook, BRADFORD-ON-AVON, Wiltshire, BA15 1SH

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Registered person Leigh Cottage Childcare LTD

Type of inspection Integrated

Type of care Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Leigh Cottage Childcare opened in 2007 and operates from within a converted cottage in the upper area of Bradford-upon-Avon, Wiltshire. A maximum of 50 children may attend at any one time, with the staff caring for more than 100 children on role, some of whom receive funding for nursery education. The group is open between 07:30 and 18:30, Monday to Friday, all year round. It provides sessional as well as full day care to pre-school and school age children from the town and surrounding areas. The setting is privately owned by the manager who holds a teaching qualification. All staff are suitably qualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The staff proudly keep all areas of the nursery to a very high standard of cleanliness. The babies remain comfortable at all times as the staff give consideration to their individual needs. Their nappies are regularly changed and there are ample spare clothes, for the event of an accident.

The staff respect the parents' wishes with regard to the provision of milk, as breast milk is stored appropriately and formula milk is made by the staff. An effective nappy changing routine prevents cross-infection. The staff hold relevant first aid certificates and are confident to deal with an accident. All accidents are recorded and are shared with the parents, so they are informed about any injury to their child.

There is a kitchen/dining area, which is at the heart of the nursery and is where the children gather at mealtimes. Low-level tables and chairs enable the children to sit in comfort, with the babies also joining in with the provision of highchairs. The children make their own table mat, which they eat off, rather than a plate. A freshly home cooked lunch is prepared by a chef, which is healthy and nutritious. Breakfast, lunch and dinner are prepared daily, with a mid-morning and afternoon snack. The parents have the advantage of written menus, so they are aware of the meals their children consume. The staff are aware of the children who suffer with a food allergy or intolerance and protect their good health by prohibiting the swapping of food.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The premises are extremely child friendly and welcoming. The children are warmly greeted by the staff and are taken, if arriving early, to the dining room, where they enjoy breakfast, before being taken to their assigned playroom. All the rooms are bright, airy and are sensitively decorated with pastel colours and the children's artwork adorns the walls. Each room is organised according to the age and needs of the children in attendance. The Twinkle room where the youngest children are cared for is warm and cosy, and is divided into areas of interest. The room is carpeted for the children's comfort and the staff remove their outdoor shoes, so crawling takes place in comfort. The twinkle room also contains a separate sleep room, with soft music and lights encouraging the children to sleep contentedly. There is a separate kitchen for the making up of bottles and a changing area. The toddlers have their own playroom, named sparkles. The room is divided into two, with the second used for quieter play and sleep. There is a book area, containing a wide range of literature, with the books being displayed carefully. The toys are stored at the children's level aiding their independence. Steps and a slide encourage the toddlers walking skills. They have their own bathroom area, which contains a low-level toilet and sink. There is also an adult toilet, as the staff are aware that there are some children more used to this when at home. The seat, however, is broken. The older children make use of the stars playroom, which is very well organised, containing suitable furniture and flooring for the children's contentment. A conservatory is used as a messy room and is where, for example, the children paint and glue. They also have the benefit of suitable bathroom facilities with their privacy respected. The oldest children have the use of the top floor of the nursery, where they take part in a broad range of activities after school and during the school holidays. The outdoor play area is divided into areas, so all the children play happily and in safety.

The furniture and equipment provided are of a high standard. All rooms contain suitable furniture, depending on the age of the children and the stage of development they have attained. A nappy changing area, contributes to the children's independence, as the unit is built for babies, as well as for toddlers, therefore, the older children climb the steps, rather than having to be carried. All the toys and resources are stored at the children's level, so they have the autonomy to choose their own activity. The toys are checked for any damage before use and are clean, as the staff are aware that particularly the younger children put the toys in their mouth. The outdoor play areas are well equipped, with static apparatus as well as wheeled

toys, and the children have the opportunity to play in sand and water when in the garden. A broad range of pushchairs allow the children to be taken off the premises safely and comfortably.

The staff take appropriate precautions to ensure the children remain safe at all times. A risk assessment gives consideration to all parts of the property, both indoors and outdoors. Electrical sockets are covered and spills are swiftly mopped away, to prevent falls. Each room contains their own fire evacuation procedure, which the children take part in, so they are familiar with the necessity to leave the property without delay. Smoke alarms are in good working order and relevant fire extinguishing equipment is maintained. An effective system is in place for the arrival and departure of children, as the staff are aware that this is a vulnerable time for young children.

The staff have extensive understanding about child protection procedures, therefore, are in a position to recognise a concern and deal with it accordingly. They have thorough knowledge about the possible signs and symptoms of abuse and neglect and are swiftly alerted to a change in the children's behaviour or appearance.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The staff share a warm and friendly relationship with the children, who are confident to self-select resources of their choice. They are inquisitive and ask relevant questions, eager to hear the reply. As they play in a safe and supportive environment, the children are happy to try new experiences and to make mistakes before trying again. A comprehensive planning system enables the staff to provide activities that are challenging and provoke discussion. A balanced range of play allows for both indoor and outdoor activities, which the children thoroughly enjoy, evident by their smiles and laughter.

Nursery education

The quality of teaching and learning is outstanding. The children exceed the early learning goals as they are inclined to learn, due to the staffs commitment and dedication to their progression. Although the staff have differing qualifications and varying experience, they all respect the contribution they make and they learn successful teaching methods from each other. Therefore, there is a harmonious and calm atmosphere, which results in the promotion of the children's welfare and happiness. The staff have exceptionally high knowledge about the Foundation Stage of learning and plan an exciting, interesting and challenging range of activities. They use the in-depth knowledge they have about the children to build on what they already know. The written plans are meticulous and include the purpose of the activity and what significant aspect of learning they wish the children to experience. The planning is evaluated, using the information gained to inform the next step of learning. Accurate assessments keep both the staff and parents informed about the stage of development the children have reached, and as the staff have high expectations of the children, they are self motivated and imaginative. The staff spend their time sitting at the children's level and they join in with their play, asking them challenging questions and posing hypotheses to extend the children's thinking and imagination. When speaking to the children, the staff provide clear explanations at a level the children can assimilate. Inclusion is promoted at all times, with substantial consideration given to the needs of each individual child.

The children are making excellent progress towards the early learning goals. They arrive happy and motivated to learn. They select and use the resources independently and with confidence.

Games are invented as the children use their imagination with creativity. Concentration is good, as they sit and listen with interest for periods of time exceeding 10 minutes. The older children enjoy helping the younger ones and develop strong friendships with each other. Agreed values and codes of behaviour enable all the children to play happily and in contentment. A vast range of activities help the children extend their mathematical skills, such as singing many counting songs and rhymes, with the children using number names in order. They recognise numerals and are beginning to add and subtract simple numbers. Items, including corks and stones in the water tray, attract the children's thinking skills, as they learn about what contributes to floating and sinking. Shapes are drawn with confidence and are labelled correctly. The passing of time is introduced with the use of clocks and discussions. The children are learning about modern technology, with the use of a wind up radio, cash register and computer. Their senses are enhanced during baking activities and they discuss the texture of shells, seaweed and Lycra. The planting and growing of various seeds, enable the children to learn about and identify the features of living things. During bug hunts, the children look closely at similarities and differences. Physical activities encourage the children to enhance their fitness and stamina. They climb and balance on outdoor activities. They move with control and coordination and travel around, under and over large apparatus. The children are self-motivated and so they design and create their own pieces of artwork, which are sensitively displayed on the playroom walls. There is an extensive range of musical instruments, which aid the children's understanding about how sounds can be changed and they explore the patterns in repetitive rhythms. The children are flourishing in their language, with the staff introducing new words on a daily basis. Considerable progress is being made in the children's writing and they easily recognise their name written on their coat peg. A vast range of literature is readily available and displayed purposefully, to attract the children's attention. Therefore, they are adept at the conventions of print. They sit quietly and listen intently to stories, being able to recite them verbatim.

Helping children make a positive contribution

The provision is outstanding.

The staff speak to the children with respect and kindness, using language that is easily understood. The staff behave in a calm manner and speak to each other with respect, which the children emulate, contributing to the settings harmonious atmosphere. The children take part in age appropriate and challenging activities, which engage their interest. Therefore, they behave in positive manner, as they absorb themselves in, for example, baking pizza from scratch. The staff patience and understanding when young children have a tantrum, as they are trained to recognise the children's will to become independent and provide for such occasions. In the event of a child displaying unwanted behaviour, the staff redirect them to a different activity. The noise level remains low at all times when indoors, so the children are easily heard and can concentrate. The staff share a good rapport with the parents, so not only is consistency applied, but if there is a change of circumstances at home which may have an effect on the children's behaviour, it is discussed. The staff are then able to consider and plan how to help the child positively through this period.

The staff are aware that there are some children who have a learning difficulty or disability. Therefore, they work closely with the parents and keep on-going written information about their individual needs. Specialist equipment is sought when necessary, to enable all the children to participate in the activities available. This not only aids the children's confidence but also motivates their curiosity.

The children are valued and respected, with their interests being at the forefront of all planning. The staff are committed to promote equality of opportunity, therefore, they are careful about

the language they use and glean relevant information from the parents about the children's background, customs and beliefs. This enables them to plan an extensive range of activities, which enable all the children to take part and to learn about their own lives and that of others. Spiritual, moral, social and cultural development is fostered.

The staff and parents share a mutually supportive partnership. The transition from home to nursery is eased with a negotiable settling in procedure in place. The parents are welcome to stay with their children until both are confident to be apart. On-going discussions, progress reports and comment books, keep both parties up to date about any progress or concerns noted. Regular newsletters detail forthcoming events and about how the parents can get involved if they wish to do so. Items from home are brought into the nursery, which not only gives the staff an insight into the children's interests, but also helps to enhance their self-esteem, as they discuss the importance of the item during group time.

Partnership with parents is outstanding. The parents report about their contentment in leaving their children in the capable hands of the staff. Each child is allocated a key person, who keeps the parents up to date about the progress the children are making and about any concerns noted. Formal and informal channels of communication, such as key worker meetings and home link books, enable both parties to discuss and to make comments about the children's development. As the staff are friendly and approachable, the two-way flow of information is successful. Inspiring ideas about how to aid the parents understanding of the Foundation Stage of learning and about the Birth to three matters framework, are effective, with the parents becoming involved. They volunteer, for example, to visit the children and offer their expertise, including an artist, aiding the children to extend their imagination and creative thinking.

Organisation

The organisation is outstanding.

Leadership and management is outstanding. The manager is highly qualified and accurately identifies the provisions strengths and weaknesses, which has a positive impact on the continual and rapid development of the provision. She has a clear vision of the high quality of education the children are to receive and successfully steers the work of her staff, motivating them and encouraging their input, for example, during planning. Therefore, there is a stimulating and inspiring range of play opportunities, which the children eagerly take part in. The manager is enthusiastic and dynamic in her approach, encouraging the staff to work as a team. This is successful, as the staff are committed to their role and responsibilities, making for a pleasant and harmonious atmosphere.

The setting meets the needs of the range of children for whom it provides. All records are readily available for inspection, so historical checks can be made. The children's records are stored confidentially to protect their personal details. An attendance register records the children's times of arrival and departure, so they are all accounted for in an emergency. An appropriate staff : child ratio is maintained at all times, with a contingency plan in place for the event of staff absence.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk