

Leigh Cottage Childcare

Inspection report for early years provision

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Inspector Beverley Blackburn

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

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Leigh Cottage Childcare opened in 2007 and registered under new private ownership in 2011. It operates from a converted cottage in Bradford-upon-Avon, Wiltshire. The nursery is registered on the Early Year Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 50 children at any one time. There are currently 175 children on roll. Care is also offered to children aged between five and fourteen years, before and after the school day or during the school holidays. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The nursery opens on weekdays, all year from 7.30am to 6.30pm. The nursery employs 24 suitably qualified staff; two of whom hold Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress in this welcoming and homely environment. Staff work as an effective team and they take positive steps to ensure that all children can take part in activities. Staff provide an extensive range of resources overall to help children progress in most aspects of learning. Children's health and safety takes high priority and is underpinned by comprehensive policies and procedures. Partnerships with parents and other agencies involved in the care of children are excellent. Staff make very good use of self-evaluation and this, together with a shared dedication to driving improvement, ensures continuous development and outstanding outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the range of positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion and culture .

The effectiveness of leadership and management of the early years provision

Staff safeguard children extremely well and they implement a clear and comprehensive safeguarding policy. Staff are vigilant about identifying and minimising potential risks to children. Robust vetting procedures verify that all

adults working with children are suitable. Security of the premises is very good and adults visiting the nursery are asked to show proof of identity and confirm their presence in writing; further protecting children's safety.

Children benefit from using an excellent range of resources, which are utilised extremely well to meet their individual needs. The rooms are attractively set out to encourage children to be active and independent learners, both indoors and outside. This stimulating environment is rich in visual displays of photographs and children's artwork. Staff help children understand and embrace differences of culture and religion through well-planned activities and access to some resources that promote diversity.

Staff are well deployed at all times and they maintain all required documentation and records. Partnerships with parents are given high priority. Parents offer very positive feedback on the care and information they receive about the nursery and their children's progress. Shared information about the children is comprehensive, significantly enhancing the continuity in both care and learning. The nursery has excellent working relationships with other childcare professionals and local schools to meet the needs of individual children extremely effectively.

The self-evaluation procedure is significant in raising standards and forms the basis of a clear vision for the nursery's future. The views of staff, children and parents contribute to bringing about continual improvements.

The quality and standards of the early years provision and outcomes for children

Children make excellent progress in learning because staff know their starting points and carry out regular observations of their interests and skills. They use the information to plan activities to ensure children move on to the next steps in their learning. Children with special educational needs and/or disabilities and those who are learning to speak English as an additional language receive very good support. Children are able to make excellent choices of activities, both indoors and outside, due to effective planning of the nursery environment by the staff. Children relish their time spent at the nursery and demonstrate a strong sense of belonging. They forge good friendships and develop warm and close relationships with the staff. There is an excellent balance between adult-led and child initiated activities. Planning is of high quality, covers all areas of learning and incorporates the children's ideas.

Babies are happy and confident as they explore their surroundings; they are happy to play by themselves, with the assurance that a familiar adult is around. They have range of toys made from different textures and materials within easy reach. Staff carry out regular observations and photographs reveal the babies' participation in an excellent range of activities. Babies are encouraged to feed themselves, which provides opportunities for sensory learning and increased independence. They are beginning to thrive in the caring homely nursery.

Children enjoy cooking activities where they develop useful future skills, such as problem solving. They talk about numbers spontaneously during their play, recognising the time on a clock or when adding numbers together. Children enjoy playing with sand and water or rice pudding, when they are able to experience the different textures of materials. They show enthusiasm and enjoyment as they happily take part in planned activities, for example, playing a rhyming game to aid recognition of sounds. Children look at books and listen attentively at story time, building their concentration and interest in reading. They extend their creative skills by making models of dinosaurs or a stable for a horse. Children are developing their communication skills as staff spend time talking to them. Staff use effective open-ended questioning during play to help children think critically. Children enjoy working together, for example, building large constructions with blocks. Overall, children are making excellent progress in their learning and development.

Children's understanding of how to adopt a healthy lifestyle is supported extremely well. They are provided with nutritious foods and staff are clearly aware of their individual dietary needs. Children enjoy the spacious outdoor play areas with extensive opportunities to develop their physical skills. Children manage their own personal hygiene with good support from the staff. Children learn about keeping themselves safe through practising the evacuation procedures. The staff ensure they have a positive approach to managing children's behaviour, by offering lots of praise and encouragement to every child.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met