



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 144326

DfES Number: 515764

### INSPECTION DETAILS

Inspection Date 22/04/2004  
Inspector Name Lorraine Sparey

### SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care  
Setting Name St James Cottage Nursery  
Setting Address St James's First School  
Gaunts Common  
Wimborne  
Dorset  
BH21 4JN

### REGISTERED PROVIDER DETAILS

Name The Committee of St James Cottage Nursery

### ORGANISATION DETAILS

Name St James Cottage Nursery  
Address St James's First School  
Gaunts Common  
Wimborne  
Dorset  
BH21 4JN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Cottage Nursery opened approximately 20 years ago and the Cottage Club opened in 2001. A voluntary parent management committee runs the organisation.

It operates from St James First School, Gaunts Common, near Wimborne. They use a mobile classroom situated in the grounds, which is divided, into two playrooms. The nursery and out of school club have sole use of the building. There is an adjoining garden for outdoor play.

The nursery is registered to provide care for 20 children aged 2 to 5 years and out of school care for 20 children aged 4 to under 8 years. They accept children up to the age of 11 years. It serves the village and wider community.

There are currently 26 children on the nursery roll, this includes 14 funded 3 year olds and 8 funded 4 year olds. There are currently 62 children on roll for the out of school club. Children attend for a variety of sessions. The setting's support children who have special needs and children who speak English as an additional language.

The nursery opens five mornings a week during school term time from 09.00 to 12.00, the out of school club opens from 08:00 to 08:30 and 14:50 to 18:00 term time only.

Seven staff work directly with the children, three of who have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

St James Cottage Nursery and Cottage Club provide satisfactory care for children.

The nursery and out of school club offers a welcoming child-orientated environment, the staff make good use of the premises including the outdoor play space. The setting has a range of policies and procedures, however some of the policies require updating to include relevant information inline with the National Standards. There is

a wide range of quality toys and equipment for all ages of children, in particular the outdoor resources, and IT equipment which are well used by all children.

The premises are safe, secure and well maintained, and there are clear procedures in place for the safe arrival and collection of children. The staff promote good hygiene practices with the children and their understanding is good. The setting provides snacks and drinks. There are effective procedures for respecting children's dietary needs. Children with special needs are well supported within the nursery, and the management have good procedures in place to recruit support workers. Staff demonstrate sound knowledge in protecting children.

School aged children enjoy a range of activities especially role play. The staff plan and provide a wide variety of interesting activities and play opportunities for nursery children, however children are not always challenged and toys are not always used to full potential. The staff show an interest in playing and talking with the children recognising their individual interests. There is a good range of resources that promote diversity. Staff use effective strategies in managing behaviour which children respond well to, staff use praise and encouragement throughout the nursery and out of school club. Children's behaviour is very good.

The staff build good relationships with parents and provide detailed information on the provision when registering their children at the nursery and out of school club.

#### **What has improved since the last inspection?**

At the last inspection the setting agreed to carry out a risk assessment to identify any risks to children when staff supervision is reduced when they accompany children to the toilets. They agreed to ensure that a fire log and certificates are maintained, ensure a recruitment procedure is developed and implemented. They also agreed to maintain adult: child ratios and ensure a register is maintained of all adults (staff and visitors) present at each session, and to review all policies and procedures in line with National Standards.

The setting has made good progress they have addressed all of the above by recruiting additional staff through the effective recruitment procedures, all visitors are requested to sign in a book to ensure staff know at all times who is on the premises. The school hold the fire log and staff undertake a risk assessment when children are visiting the toilets in the school. The committee have recently reviewed all policies and procedures but several policies i.e. child protection and the complaints policy still require amending to include procedure to follow if allegation is made against a member of staff.

#### **What is being done well?**

- The staff make good use of the premises which are welcoming and child friendly. The children's creative work is displayed on the walls along with photographs of the children from the out of school club involved in a variety of activities. The staff use the outdoor play area as an extension of the indoor play space. Older children grow their own vegetables and the nursery

children grow flowers.

- There is a wide range of interesting and stimulating play opportunities. The children interact well with staff and their peers, they are confident and relaxed in their play.
- There is a broad range of toys and equipment in the out of school club, which all children can access freely. The computers are available at all sessions and are well used by the children.
- The staff use effective strategies in managing behaviour which children respond well too, they use praise and encouragement throughout the nursery. The children's behaviour is very good, they are polite and considerate to the staff and peers.
- Children with special needs are well supported within the nursery and the staff demonstrate good understanding of inclusion, adapting the environment and activities to ensure they are suitable for all children. The management have good procedures in place to recruit appropriate support workers.

#### **What needs to be improved?**

- procedure to follow in the event of a child being lost
- activities that provide sufficient challenges for all children in the nursery, and toys are used appropriately
- all relevant information is included in policies and procedures in line with the National Standards.

#### **Outcome of the inspection**

Satisfactory

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
5	Make sure the activities provide sufficient challenges for all children in the

	nursery
14	Make sure all relevant information is included in policies and procedures in line with the National Standards.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

St James's Cottage Nursery provides good quality nursery education where the children are making generally good progress in all areas of learning. Personal, social and emotional development, physical and communication, language and literacy are very good.

The quality of teaching is generally good. Staff are knowledgeable about the early learning goals and work well together to deliver a varied range of activities. However, they are not all fully involved in planning and children are not always given time to finish activities to their own satisfaction. They encourage children's enjoyment of books by making stories come alive, for example encouraging them to mimic the characters. They also provide challenging physical play opportunities. However, activities are not extended to provide the more able children with sufficient challenge in mathematics and to develop their creative skills. Staff manage the children's behaviour very well, giving clear and consistent messages. They are particularly supportive of children with special educational needs, working closely with outside agencies to provide appropriate activities. Assessment methods used do not inform planning and are not used to identify the next steps in children's individual learning.

Leadership and management is generally good. They have clear aims and objectives and the recently elected committee show commitment to working closely with staff to improve and update systems and procedures. They have not yet put a system in place to monitor and evaluate the setting's strengths and weaknesses. Staff have opportunities to update their knowledge and practical skills through regular training.

Partnership with parents is generally good. They receive good information about the setting, however, procedures to keep them informed about their children's progress are less effective. Parents are encouraged to support their children's learning by continuing activities at home, for example growing sunflowers.

### What is being done well?

- Children's personal, social and emotional development is very good. They are interested and motivated to learn and are developing their independence. Their behaviour is very good, they negotiate with others, share and take turns. This is encouraged by the staff setting appropriate boundaries which are clear and consistent.
- The children communicate very well and have good opportunities to extend their vocabulary. Staff encourage them to enjoy the use of books by providing a wide range of story and factual books and presenting them interestingly. They capture children's imagination by making the stories come alive, encouraging them to act out the story and mimic the characters, for example

the children particularly enjoy joining in the story of the bear hunt.

- The children have very good opportunities to take part in physical activities. They are able to develop their climbing and balancing skills, negotiating obstacles and moving about confidently and safely. Staff encourage, children with special educational needs to fully participate in the wide range of outdoor play equipment and activities giving appropriate support .

#### **What needs to be improved?**

- challenges for the more able children particularly in the areas of mathematics and creativity
- staff involvement in planning, monitoring and evaluation of activities
- assessment of where children are in their learning so that staff can help them move to the next stage
- liaison with parents about their children's progress.

#### **What has improved since the last inspection?**

The nursery has made some progress since the last inspection. Staff have regular opportunities through training to develop their knowledge of the early learning goals. The person in charge and the deputy take responsibility for planning, the rest of the staff have minimal input, however, they show awareness of the planned programme and the aims of the activities. Teaching does not always give opportunities to extend the learning of the more able children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from their carers and are confident and settled. They are forming very good relationships with adults and their peers and their behaviour is very good, for example, they share, take turns and show respect for others. They are interested in what they do and are motivated to learn. Their independence and responsibility for personal care is increasing, for example, most four year olds and some three year olds can put on and fasten their own coat.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well with each other and with adults. They enjoy experimenting with language, for example, repeating different words such as splash and splosh in a favourite story. They show great interest in books and rhymes gaining much pleasure from 'reading' and listening to stories. They listen to others at group time and contribute to discussion. They have some opportunities to write and make marks through planned activities and in role play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count confidently and consistently to 10 and some to 13. Some four year olds are beginning to recognise the written number and match a group of objects to the corresponding figure. Some three and four year olds can calculate and solve simple problems such as adding one more and taking one away. They are beginning to use positional language in context, for example, over and under and recognise simple shapes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world through activities within their immediate environment, for example, in the garden they sow seeds and plant herbs and vegetables and watch them grow. They show interest in technology and can operate simple equipment such as the telephone and a computer mouse. Children have limited access to resources to develop their design and model making skills, for example, 3D construction and using recycled materials.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have very good opportunities for physical play and use space very well. They move around confidently and are able to control their body movements, for example, stopping, running, balancing, climbing. They use large and small scale equipment with ease and are developing their hand/eye co-ordination skills, for example, they use a range of tools in the sand and water activities to fill and pour and use scissors to cut round outlines.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use their imagination and enjoy role play by acting out familiar roles, for example, a four year old acted out a baking activity in sequence from locating the ingredients, mixing, baking, clearing away, setting the table and serving her cakes. They use their imagination when following the story of the bear hunt. There are, however, limited opportunities for children to use and make sounds with musical instruments.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure that children's progress is effectively monitored and assessed to ensure that they are appropriately challenged and are given opportunities to extend their learning;
- include all staff in the planning, monitoring and evaluation of activities to ensure that the nursery provision is meeting the educational needs of the children.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*