

Inspection of The Cottage Nursery

1 Clarendon Road, Eccles, Manchester, Lancashire M30 9AL

Inspection date: 20 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The enthusiastic manager provides a wide variety of activities for children. She is keen to offer them a broad range of experiences to prepare them well for their future education. For example, children have French, dance and gymnastic lessons. The manager has recently introduced sign language sessions for all age groups. This supports children to develop their communication skills. The manager and staff put effective systems in place to support children's continued development. They regularly assess and monitor children's progress. They link this information to children's interests and this forms each child's individual plan and next steps in learning. A secure understanding of child development ensures staff provide challenging activities for each stage. This means children progress well and work comfortably within the levels expected for their age. Where gaps in learning arise, the manager and staff work closely with parents and other professionals to ensure these are closed quickly.

Children are keen to learn. This is because staff support them to feel safe and secure. They praise children regularly and build their self-esteem. For example, older children receive stickers for tidying up their room. They eagerly stick them on their sticker chart, and staff use the opportunity to encourage children to recognise their own name.

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

- The outdoor area provides an excellent place for children to explore. They play in the rain in waterproof clothing. They stamp and jump in puddles, use spades to dig in the large sandpit, and exclaim in delight as the rabbits sit on top of their hutch. Children are animated and eager to play.
- The manager prioritises the well-being of staff. She knows staff well and is considerate of their personal circumstances. Staff's achievements are celebrated regularly and the manager encourages their professional development through good training opportunities and supervision meetings. Staff say they are supported well. For example, when staff need some time to relax, they can sit with the nursery dog and enjoy the therapeutic benefits that brings.
- The manager and staff develop strong partnerships with parents. For example, they involve them in children's assessments, consider their views when evaluating the setting and build trusting relationships. However, they do not always ensure new parents know where to find information they might need. For example, some parents are unsure of their child's key person.
- Babies become mobile and 'cruise' around the furniture. They gaze at the lights in the sensory room, fill pots with red pasta and delight in banging on metal pans. They develop strong bonds with their key persons and become focused on pages in picture books. Even new children begin to settle with the support of

caring staff.

- Older children enjoy playing with their friends and are proud to show off their dough models to visitors. They develop good imaginations. For example, children dress up as police officers and pretend to arrest criminals, and others 'cook' pizza in their kitchen.
- Staff skilfully use traditional stories to support children's learning. They develop activities around the familiar tales. While engaging children's interest, staff promote all areas of learning. For example, children count beans as they plant them in soil, they act out stories with masks and they talk about the feelings of the characters.
- Staff promote good health and hygiene practices. Children know they need to wash their hands before lunch and they are encouraged to brush their teeth every day. However, on occasions, staff do not consider how care practices could be even better adapted to children's needs. For instance, they do not always provide the most restful area for children to sleep.
- Children develop a sound knowledge in mathematics. This is because staff promote mathematical skills as children play. For example, in the baby room, staff use finger puppets as they sing rhymes with numbers, and toddlers are encouraged to count the toy ducks swimming in the bubbles. Older children are prompted to think about the number of legs they want to put on their spider.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular training courses relating to safeguarding and they refresh their knowledge during staff meetings and internal training sessions. The manager and staff know how to identify signs and symptoms of abuse. They are clear about the procedures to follow in the event of a concern about a child or an adult. The manager puts measures in place to keep children safe while in the nursery and when out on trips, such as password systems for parents and carers. Staff encourage children to identify dangers themselves during daily risk assessments.

What does the setting need to do to improve?

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

- build even further on the strong relationships with parents, for example, by ensuring all new parents are fully up to date with information relating to their child
- support staff further to evaluate and adapt daily routines more effectively, such as by helping them to consider how children are best supported to rest and sleep.

Setting details

Unique reference number	EY280485
Local authority	Salford
Inspection number	10065690
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	103
Number of children on roll	73
Name of registered person	Clarendon Cottage School Limited
Registered person unique reference number	RP525748
Telephone number	0161 789 3071
Date of previous inspection	19 May 2016

Information about this early years setting

The Cottage Nursery registered in 2004. The nursery employs 25 members of childcare staff. Of these, two hold early years qualifications at level 2, 15 hold qualifications at level 3, two hold qualifications at level 4, and one holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Bingham

Inspection activities

- The manager took the inspector on a tour of the setting and explained how they help children to learn and develop.
- Meetings between the inspector and the manager occurred throughout the inspection to discuss, for instance, how staff are monitored.
- Parents shared their views with the inspector during short meetings.
- The inspector viewed some documentation, including training certificates and policies of the setting.
- The manager and the inspector jointly observed teaching and evaluated its effectiveness.

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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