

Mother Goose Day Nursery

Inspection report for early years provision

Unique Reference Number	110054
Inspection date	20 September 2007
Inspector	Hazel Stuart-Buddery
Setting Address	108a St. Michaels Road, Aldershot, Hampshire, GU12 4JW
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Registered person	Sheila Smith
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Mother Goose Day Nursery is privately owned and opened in 1992. It operates from a detached building where children have use of two large rooms. It is situated in a residential road close to the town centre and railway station. The group serves the local area.

There are currently 25 children from 18 months to five years on roll. This includes nine children who receive nursery education funding. Children attend a variety of sessions.

The group opens five days a week all year round. Sessions are from 08:00 to 17:30.

The group employ seven members of staff to work with the children. Of these five hold relevant childcare qualifications and two staff are working towards a Level 2 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from regular opportunities to develop their physical skills inside and out. They excitedly get on their coats to go outside and enjoy the fresh air. They enjoy interacting with the staff and with help carefully place skittles on the ground, the members of staff show them where to stand to roll the ball. They listen carefully then roll the ball and knock down one skittle, the children smile happily when they receive lots of claps and praise from the staff.

Children begin to learn the importance of personal hygiene routines. They wash their hands before snack time, although the younger children, on occasions, use the same water. Children have the opportunity to use paper towels when drying their hands, but many of the younger children share the same towels and face clothes. This means that the spread of infection is not fully prevented. All medical and dietary needs are recorded and parents give prior written consent for any medication to be administered. Children receive appropriate care if there is an accident as all staff hold current first aid certificates. Children benefit from healthy snacks and enjoy apples, cheese and raisins prepared for them by the staff. Older children understand that eating healthy food keeps them healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play and learn in a safe and secure environment. Main doors are locked and children are unable to leave unsupervised. Children are kept safe within the group by staff who are vetted and who demonstrate an awareness of safety. Pictures and posters are displayed around the room at low level for children's enjoyment. A cosy book corner with carpets and small chairs provide an area where children can relax. Children have access to a wide range of interesting and age appropriate resources that they can select independently. Resources are regularly rotated to ensure children can access a variety of different activities.

Children are well protected from the risk of fire. Fire evacuation procedures are displayed. The fire officer visits the setting and the management take on board any advice given to them. Children's welfare is adequately promoted with regard to child protection. Most staff have an awareness of possible signs and symptoms of abuse, although unsure of the procedures to follow should they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, growing in confidence and most are engaged in play throughout the day. Younger children are given good levels of help and support from the staff. They enjoy sitting with the staff and painting. They gain confidence in using paint bottles and bang them hard on paper to create their pictures. Other children prefer to drag the bottles around the paper making lots of wiggly lines. Younger children enjoy wandering between the activities exploring and investigating. Staff work well with the Birth to three matters framework. Effective planning and observations ensure that each child has their individual needs met to ensure they receive maximum enjoyment while they are at the nursery. Staff identify targets for all children and as a result they make good progress in their development.

Nursery education

The quality of teaching and learning is good. Staff plan an interesting and wide variety of activities and experiences for children which allow them to develop in all skill areas. They continually interact with children and skilfully use opportunities as they arise to extend children's learning, for example, by effective questioning to make children think. Planning and very detailed observation records show clear links to the Foundation Stage curriculum and staff ensure that short term learning goals are in place relevant to each individual child. Children are making very good progress towards the early learning goals as a result of staff professionalism in providing a very supportive, stimulating environment for learning. Children enjoy themselves and grow in confidence as staff praise their efforts. They have very good relationships with staff and each other and their behaviour is excellent. They are encouraged to become independent learners, although sensitive support is on hand when needed, and are proud of what they achieve. They show consideration for others as they ask other children if they would like to dress up and play with them. They ask questions to further their own learning and demonstrate an understanding of right from wrong as they point out that only one chair should be used to sit on and not two.

Children's conversational skills are very good as staff take a genuine interest in all children and talk to them as they play. Children listen attentively to stories, handle books appropriately, and use picture clues to make up a story as they 'read' aloud to themselves. They have free access to writing resources and also have opportunities to mark make on different textures, such as sand. They are confident with numbers and recognise written numbers to ten. Counting skills are reinforced during routine activities as they count seven children at registration and count out the corresponding number of plates at snack time. They use mathematical language correctly as they identify different shapes they make from cutting play dough. Staff make excellent use of the local environment and visitors to the nursery to develop children's knowledge and understanding of the wider world. Children have visited the local garage and train station during topic work on transport and a visit from dental staff has helped them to learn about healthy teeth. They have a very good understanding about the natural world and growth as they have planted and grown beetroot, corn and beans in the nursery garden.

Children's physical development is very good. They play outside daily in the fresh air where they have access to a varying range of toys and activities. For example, they have opportunities to use the climbing frame and wheeled toys. Indoors, they regularly take part in music and movement sessions and continually improve their fine motor skills through use of a range of tools and small scale equipment. They have fun dressing up and use their imagination well as they pretend to be hairdressers, using a member of staff as the client. They enjoy creative play. They concentrate well and totally absorb themselves in making models from play dough, such as a butterfly, watch and a big jam tart. Activities are child initiated and staff recognise the need for flexibility within planning so they can take full advantage of opportunities to develop learning based on children's current interests. Children are happy and relaxed and have good opportunities during the day to learn through both independent discovery and staff supported play.

Helping children make a positive contribution

The provision is satisfactory.

Children are gaining in confidence and most play well alongside each other. However, some children find it hard to share and take turns and as a result can disrupt other children's enjoyment. Older children happily share and take turns and show interest in what each other

are doing. Staff obtain information from the parents to ensure that the individual needs of the children can be met. Children learn about diversity through planned topics and resources that are available to them. Younger children are generally well behaved and benefit from the praise and encouragement given to them by the staff. They do not always learn right from wrong as on occasions some staff do not give good explanations or use positive behaviour management strategies. Staff foster children's spiritual, moral, social and cultural development.

Most policies and procedures are reviewed regularly and are readily accessible to parents. However, they have not been informed of all regulation changes. Notice boards keep parents informed of any relevant information. Parents are advised who their key worker is and can talk to them about their child at any time. The partnership with parents and carers is good. Parents are kept well informed about their child's educational progress through termly written reports, although these do not include the next steps in their child's learning. They have an opportunity to record any comments they may have about their child's progress and are able to view their child's records or speak to staff at any time about their child's development. Information displayed keeps them informed of planned activities for their children and they are encouraged to become involved in their child's nursery life, for example by contributing resources to role play areas and by visiting the nursery to share their skills.

Organisation

The organisation is satisfactory.

Children settle well and are happy within the group. Staff work well as a team supporting children according to their needs. Staff organise space and resources well and this allows children to move around freely and safely. There are robust recruitment procedures in place. Most staff have worked at the nursery for some time and are familiar with the policies and procedures. However, new staff are unsure of some of the procedures. Most documentation is accurately maintained. The attendance register is accurately maintained for the children, although staff's arrival and departure times are not recorded. The management do not have an awareness of the regulation changes in October 2005, with regard to the complaints procedure. The nursery meets the needs of the range of children whom it provides.

The leadership and management of nursery education is good. Management and staff are very enthusiastic and are committed to providing a quality provision for nursery education. Staff are very well organised and deployed and professional development is ongoing to ensure staff continually improve their knowledge and skills to keep pace with new initiatives within early years education. Practice is continually monitored and evaluated and staff encourage children's verbal feedback on activities. Professional expertise is shared by attendance at nursery cluster group meetings and management see inspection as a positive process in ensuring all outcomes for children are effectively promoted.

Improvements since the last inspection

At the last inspection the nursery were asked to review and update documentation; provide evidence of criminal records for all staff review risk assessments. The group have reviewed and updated some policies, although there are still some weakness in some areas; criminal record checks are in place for all staff; a risk assessments is completed regularly and potential hazards identified and minimized. These improvements help to promote children's welfare and the safe management of the provision.

The nursery has addressed all recommendations made at their previous nursery education inspection. These related to documentation and resources. Children's progress reports have been developed to include space for parents' comments and an action plan for future learning. Observation records have been developed and written evidence is now maintained of staff meetings where practice is evaluated and monitored. Opportunities for children to develop their information and communication technology skills, and for free creative expression, have improved through increased access to resources to support these learning areas.

Complaints since the last inspection

Since 1 April 2004 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the hand washing procedures to ensure the spread of infection is prevented consistently throughout the nursery
- develop staff's awareness of child protection procedures
- develop staff's awareness of appropriate and positive behaviour management
- ensure the October 2005, addendum to the National Standards, with regard to the complaints procedure is implemented within the group and shared with parents.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the information shared with parents by including children's future short term learning goals on their end of term reports.

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