

Mavis Legge Nursery

Inspection report for early years provision

Unique Reference Number EY284171

Inspection date 20 September 2007

Inspector Diane Ashplant

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Registered person Priority Area Playgroups and Day Care Centres

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 good. 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?

Mavis Legge Nursery opened in 2004 and is one of the Priority Area Playgroups. The nursery operates from a purpose-built portacabin in the grounds of Greet Junior and Infant School which is situated in the Sparkhill area of Birmingham. All children have access to a secure outdoor play area. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year excluding bank holidays.

There are currently 59 children aged from nought to under five years on roll. Of these 21 children receive funding for nursery education. Children come from the local area and attend for a variety of sessions. The nursery supports a number of children who speak English as an additional language.

There are nine staff who work with the children, of whom, all hold an appropriate childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through regular opportunities for physical play both outside and inside. The rooms are spacious so that children move comfortably around and there are lively sessions of music and movement where they have fun exercising and responding to different rhythms. Children have access to a reasonable outdoor area where they can play on some fixed equipment and develop their skills as they peddle on a variety of wheeled toys and share in different games. Staff are aware of the importance of providing a clean and healthy environment for children and carry out well-documented cleaning routines to supplement the full daily clean before the nursery opens. Children are learning about personal hygiene through the daily routine and readily access hand washing facilities after toileting and before eating. They also understand the importance of dental hygiene as they clean their teeth after lunch. Babies are fed, changed and sleep according to parents' preferences and individual needs and all these are well recorded. There are clear routines for changing nappies which are generally carried out well. Children's health is protected in the event of an accident or illness as most staff hold a current first aid certificate. However, although systems for the recording of accidents and medication are in place a few parental signatures are missing and not all medication is appropriately stored which may compromise children's health.

Children enjoy a well-balanced nutritious vegetarian menu which is well planned to promote their health and displayed for parents. Children benefit from a range of healthy snacks such as fresh fruit which they have daily and enjoy healthy meals including hidden vegetables as the cook is skilled at disguising, for example cabbage in mash potato and cauliflower in pasta. All children have regular drinks to keep them hydrated and most children have access to water at all times. Meal times are sociable, relaxed occasions with staff sitting with children and developing their independence with age-appropriate cutlery and opportunities to serve themselves. Staff are aware of the importance of respecting individual dietary needs and these are clearly recorded so that all staff are aware of them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely around inside this nursery which has been organised and planned with children's safety as a priority. A daily risk assessment ensures that all safety precautions are in place and any action needed is identified and addressed. Children have access to an enclosed garden where staff are aware of the hazards and have taken appropriate measures to ensure children's safety, such as not allowing them access to the uneven area at the side of the building. The balance between encouraging children's independence appropriately and providing supervision by staff is well managed as children learn about their own safety through the reminders from staff and their engagement in focus activities such as the visit from the fire officer. All policies and procedures such as safe collection, outings and regular fire evacuation are in place so that children are kept safe at all times and these are shared appropriately with all staff at induction. The nursery has improved its security by fitting key-padded locks to all main doors and intends to further develop this by installing security cameras. All toys and resources are well maintained and regularly checked to ensure they are in a safe condition. These are easily accessible to children so they can safely make their own play choices.

Children's welfare is safeguarded through the sound knowledge of staff towards their role and responsibility as regards child protection which is carefully covered during induction. The designated staff have taken additional training so they can confidently carry out their particular roles. There is a full and up-to-date policy in place and parents are clearly informed of the staff's responsibility for ensuring the well-being of their children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are warmly welcomed into this nursery which is brightly adorned with many examples of children's work and photographic displays of their play sessions. They are able to participate in a well-planned programme of interesting and challenging activities to stimulate their curiosity and engage their attention. All the rooms are well organised to provide different play choices which children can access freely and where staff engage and support when necessary. The intention of the nursery is to enable children, for the most part, to choose and extend their own play and for resources and staff to support them and this they do effectively. Most staff are trained in the 'Birth to three matters' framework and provide a wide range of experiences through which children can explore and develop their senses such as custard and water play and painting different body parts. There is a good balance between free play and more structured activities where children are well supported by staff who extend their thinking and exploration through questions and suggestions. Children are developing their confidence as they are encouraged by enthusiastic staff who talk positively with them and extend their social skills, for example, at meal times when they sit together and chat comfortably. Staff respond well to the children, listening to them and enjoying their shared play experiences. All children's development is monitored to ensure they are making good progress and this and items of their work are collected in their development folder which is shared with parents.

Nursery Education.

The quality of teaching and learning is good. The staff who work with the children have a good understanding of the Foundation Stage and how young children learn and are enthusiastic in their intention to provide a stimulating environment which is fun and where children are inspired to develop their natural curiosity and creativity. The learning environment is bright and attractive and the different areas are well supported with appropriate resources which children can easily access and therefore direct their own play. Staff plan the programme around the early learning goals while still being flexible to accommodate the direction children may spontaneously wish to go. They make regular assessments of their progress through their observations which are backed up by good photographic evidence which enables them to monitor children's progress through the stepping stones. However, assessments are not yet used effectively to plan for the next steps in the learning of individual children. Staff are committed to extending their own knowledge and skills and work effectively with the teacher mentor and early years services towards this. They are very responsive to the children and clearly enjoy sharing time with them which means children want to engage and develop their play. There is a daily routine to which children respond well and within the various free and more structured play sessions staff support them well, engaging with enthusiasm and extending their interest and knowledge through the effective use of suggestions and questions.

Children's behaviour is good which means they listen well at group time and engage and concentrate on their chosen activity for some time. They show a growing maturity as most respond well to the routine guidelines, even after only being in the group for a few weeks. and also play well together with companions and on their own. Most children talk confidently with

the friends and the staff and enthusiastically share events from home and family. They show a real love of books and stories as they listen attentively and recall what happened, enjoying the use of prompts such as puppets and small figures. Children have access to a range of mark-making resources and are learning to recognise their own name as they self-register or look for their name card at lunch time. Children are beginning to recognise letters from their names and some even to write them. Children have many opportunities to be creative and express themselves through imaginative play as they imitate adult roles for baby care when they wash, dress and look after dolls, or explore texture and colour as they paint and play with water. Staff are skilled at using an activity to incorporate many of the areas of learning such as constructing houses out of a range of different cardboard boxes so that children talk about their own homes and compare how they differ, explore shape and size and make different constructions. Staff effectively reinforce their learning as they collect together for welcome time and discuss what they have done and what they intend to do. They also use photographs to help children recall what they have enjoyed and so make links in their learning. For example, as they all gather round to read the book about the sea, they talk about different fish and sea creatures and whether they have seen them in the zoo, count how many, talk about their colours and excitedly seek out the matching creatures from the pile. On mention of the penguin, a child spontaneously seeks out a remembered book about a penguin and recalls the story.

Children are learning about the natural world as they collect items of nature, make a wormery and try and grow plants such as cress and carrots which they later eat. They watch things change as they mix colours, put water into sand and comment that ice cream melts when it is warm. They use mathematical language throughout the day as they count different items, talk about shapes and sizes and use a range of construction toys to build and make patterns. Children are developing an awareness of other cultures and celebrations through play resources, discussions and activities around different festivals. They show a developing interest in technology as they competently access the computer programmes and handle equipment such as tills and the calculator. Children are very well occupied and responsive to the staff who are enthusiastic and committed to making their time interesting, stimulating and fun. This means children clearly enjoy the range of different opportunities which brings learning alive and helps them make progress.

Helping children make a positive contribution

The provision is good.

Children in this nursery are warmly welcomed into the setting by staff who know them well and respect them as individuals. The whole environment is bright and attractive and encourages children to enter and participate and the effective use of play corridor further enhances this. All appropriate details are taken at registration and all individual dietary needs and routines are clearly recorded. Children are encouraged to develop a sense of their own individuality through regular discussion about families and events at home, both at the welcome time and throughout the day. The nursery has some outside visitors such as the dance and drama teacher and children are involved in a few trips to such places as the zoo. Children have easy access to a full range of resources which cover all areas of learning and reflect diversity in all its aspects. Children are encouraged to select their own resources from easily accessible storage which supports their independent play. They are developing their knowledge of the wider world as they engage in activities around the different festivals such as Eid and sample different cuisine. Staff show a good understanding of the needs of all children. They are aware that some children require extra support to ensure they are fully included and liaise effectively with parents and

outside agencies to do so. Senior staff deploy support staff to engage with these children to help them participate and benefit appropriately from their chosen activity.

Children's behaviour is good. They settle well into the daily programme and generally respond quickly to routine tasks such as sitting properly at the table or listening during group sessions. Staff provide good role models and children's self-esteem is well supported by the regular praise and encouragement they receive, when for example, they share toys and listen well. Children are learning to get on well with each other and staff use consistent strategies to promote positive behaviour which helps children learn how to resolve their own disputes and play harmoniously, such as using the sand timer to take turns at the computer. Children's work is valued and effectively displayed throughout the nursery and they are growing in independence and confidence as they take on tasks like tidying away toys and helping themselves at meal times. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents works well and there is a friendly and open attitude between staff and parents which supports an on-going sharing of information about each child. All appropriate details are taken at registration and current and useful information is supplied through a selection of pamphlets, the many notice board displays and the regular newsletter. New parents receive information about the nursery and its policies and procedures are on display. Excellent use of photographic evidence throughout the nursery gives parents instant information about their child's activities. Parents are invited to a parent evening and receive a report about their child's progress.

Partnership with parents and carers of funded children is satisfactory. Parents receive information about the Foundation Stage and there is a clearly written display to help their understanding including useful photographic evidence. Parents are given some general information about the daily programme and share in their children's work through the displays and photographs and regular discussion with staff. They also meet with staff and receive a report linked to the early learning goals. Each child has a development folder and the imminent instigation of the new learning journal will enable parents to follow their child's progress through the nursery more effectively. However, the opportunities for involving parents are not yet fully developed which limits the making of effective links between home and nursery to further extend each child's learning.

Organisation

The organisation is good.

Children benefit from their time at this nursery which is well organised to provide a stimulating and welcoming environment where young children can develop and grow. The daily programme is well planned around the 'Birth to three matters' framework and organised to ensure children have a range of different play and learning experiences to explore and enjoy. Children are well supported by staff who know them well and interaction is warm and spontaneous. Staff work effectively together as a team and include both trainees and agency staff well. All appropriate selection and recruitment procedures are in place to ensure the suitability of staff who work with the children. There are good channels in place to support the effective sharing of information such as regular staff meetings and the active presence of the manager, who is approachable and accessible, helps staff feel able to discuss any issues. The induction of all staff is good and effectively informs them of the nursery's policies and procedures, including trainees and agency staff. Staff development is encouraged through a good commitment to training and a regular appraisal system. Roles and responsibilities are delegated so that staff feel valued and have opportunities to make a positive impact on the daily running of the nursery.

All paperwork and record keeping to support the safe and efficient management of the nursery is in place and is regularly up-dated and well organised. Staff are aware of the daily records which are mostly well maintained, although some parental consents are missing.

The leadership and management for nursery education is good. Staff who work with the pre-school children have a good understanding of the Foundation Stage and how young children learn and work together well. They are committed to extending their knowledge and practice by attending further training and there are good links with the early years services and the wider organisation for providing support and advice. The manager plays an active part in the daily life of the nursery which means she is able to support her staff and monitor practice. Both she and the staff are enthusiastic and committed to developing an early education provision that includes and supports all children and works with the whole family. There are systems in place for assessing the effectiveness of the early years provision, both through evaluation of focus activities, staff appraisal and seeking the views of parents and action plans are set to ensure outcomes for children are continually reviewed. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection there were recommendations set relating to the induction of staff in the nursery's policies and procedures and the documentation in relation to the child protection policy and the recording of attendance and medication. All staff, including casual staff are informed of the nursery's policies and procedures as part of their induction and in discussion staff displayed a clear understanding of these. The child protection policy has been updated and includes all the current and appropriate information and attendance for children, staff and visitors is well recorded. Medication forms are stored confidentially but not all necessary parental consents are in place for the administration of medication and emergency action and so a further recommendation has been set.

Complaints since the last inspection

Since the last inspection 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 outdoor area in relation to uneven surfaces so that children can play safely
- review the procedures for the storing of medication and ensure all appropriate consents with regard to the administration of medication and emergency action are in place.

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):

- develop the systems for observation and assessment to ensure they more effectively inform planning for the next steps in individual children's learning and challenge the more able children
- further develop opportunities for parents to be involved in their children's learning.

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