

# Mother Goose Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY350601
<b>Inspection date</b>	28 April 2008
<b>Inspector</b>	Karen Ling
<b>Setting Address</b>	76 Wigton Road, Carlisle, Cumbria, CA2 7AY
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<b>Registered person</b>	Mother Goose Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Mother Goose Day Nursery is run by Mother Goose Day Nursery Limited. It opened in 2007 and operates from five rooms over two floors in a detached house. It is situated approximately one mile south west of Carlisle city centre. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged from 3 months to under 5 years on roll. Of these, 21 children receive funding for early education. Children come from the locality and outlying villages. The nursery currently supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs 10 staff who work directly with children. All staff hold appropriate early years qualifications. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted well because routines are followed which help to prevent the spread of infection and encourage a healthy lifestyle. Staff consistently follow hygiene routines, such as wiping hands, faces and noses of babies and toddlers, though explanations of what they are doing are not always shared. Older children are developing good levels of independence. They take themselves to the toilet and wash their hands with little or no prompting. The regular singing of the hand washing song and the display of children's pictures of hand prints beside the sinks serve as reminders of the need to wash hands to get rid of germs.

Snack and mealtimes are an enjoyable social occasion where children sit together and chat between themselves and with staff. A variety of snacks are provided and staff take into consideration any allergies or dietary requirements when planning menus. It is a time for children to discuss and practise social skills, such as sharing and helping each other as they take turns to hand cups and plates around. Children bring their own lunch to nursery which is stored in the fridge. Babies' foods and drinks are individually named and prepared appropriately. Babies' individual routines are followed in accordance with their parents' wishes. They form close relationships with staff and are held by staff when bottle feeding. Children requiring physical support are enabled to join in mealtimes with their friends because of the very effective interaction from staff.

Children of all ages really enjoy their outdoor play times which take place every day, weather permitting. Although outdoor activities are not planned with specific learning intentions in mind, the regular use of the good selection of outdoor toys encourage children to develop a wide range of physical skills. Babies and toddlers are able to explore the environment at their own pace. Staff support them as they take small steps and practise walking. Many children show good levels of control as they stop and start during running games. They develop balancing skills and spatial awareness as they climb on top of and crawl through the long caterpillar. Wheeled toys are controlled well and ring games encourage cooperation, speaking and listening skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are greeted by friendly staff and soon settle into the nursery routine. The environment is bright and cheerful and displays reflect what children have been doing. Overall, rooms are set out in a way that enables children of different ages to make choices and risk assessments are carried out on a regular basis. At times floor space in some rooms is dominated by resources and toys which present potential hazards. This inhibits babies and young children from moving around easily and safely. However, babies and children show interest in the wide range of resources available and are involved in a wealth of activities. Resources are maintained in good condition and the introduction of recently acquired toys and outdoor equipment provides added challenge for children.

Positive steps are taken to promote children's safety. For example, children and babies take part in evacuation procedures on a regular basis. Staff give very good support as they escort toddlers and babies down to the ground floor. Although sleeping babies cannot be seen at all times, staff have systems in place for checking on them at regular intervals. Children's awareness

of what people do to help keep them safe is developed through topics, such as 'People who help us'. Appropriate policies and procedures in place which give priority to children's safety are understood by staff. The security camera is well placed to ensure staff can see who is wishing to enter the nursery and staff are vigilant at all times. Staff have a sound knowledge and understanding of child protection procedures and know what to do if they have a concern about a child. This information is shared with parents before the commencement of a placement.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children's and babies' interest is engaged consistently as they take part in a wide range of activities and games. They show good levels of enjoyment because they are well supported by staff who get to know each child well. This helps them to successfully make progress in their emotional, physical, social and intellectual development. Staff have a good knowledge and understanding of the 'Birth to three matters' framework and use this to plan, observe and assess each child's achievement. However, staff do not identify in plans or consistently take into consideration what individual children require to move forward in their learning and development.

Babies and young children are confident in their surroundings. Some take small steps and show developing spatial awareness as they negotiate their way around the toys on the floor. They use the low table and chairs to support themselves and staff give regular praise and encouragement and comment to each other on children's achievements. They show interest in the array of objects, picking things up and exploring them before moving on to something else. They have the freedom to roll, crawl through gaps and over cushions. Secure relationships are formed with staff who attend to their care needs well and follow individual routines. Young children show interest in the activities planned for them. Overall, activities offer appropriate challenge and children confidently play board games together, engage in role play and tackle simple computer programmes. Staff have recently begun to monitor how well children engage and manage the different activities. The information gained is used to highlight children's achievements.

Children increase their competence in language well through listening to stories, singing along to rhymes and songs and looking at books. Staff introduce and explain new words and older children are becoming confident in expressing themselves. Babies and toddlers hear language as staff chat during play situations. However, this does not happen sufficiently at snack times, for example, where drinks, food and hygiene routines occur with limited explanation from staff.

### **Nursery education**

The quality of teaching and learning is good. Children learn in a friendly and caring environment and make good progress towards the early learning goals. Plans ensure that children are offered experiences in all areas of learning. The environment is planned thoughtfully to encourage children to choose from the interesting activities on offer and they engage very well. Group activities are well-planned and staff are skilled at asking questions that encourage children to think and talk. Generally these offer sufficient challenge, though learning intentions are not always clearly defined. Children's achievement is recorded at regular intervals and information is used to help plan next steps in learning. As a result, children's interest is sustained and their skills and understanding are developed appropriately. Although enjoyable, the planning, observations and assessments of outdoor activities do not receive close enough attention and children are not always challenged sufficiently or urged to learn new skills.

Children are interested in learning and are confident in tackling new things and doing things for themselves. Boys and girls show high levels of independence. For example, they set out cups, plates and chairs at snack time and put them away afterwards. Speaking and listening skills are practised regularly and they confidently chat with each other and staff as they explain themselves and ask questions. They enjoy mark making and often do so incidentally. They recognise their own name and in time practise forming letters. The 'letter of the week' interests children and is helping children to build up basic phonic awareness. They learn to count beyond 10 and recognise some numerals. They show an interest in number, for example, their changing heights are recorded on a chart over the year and they enthusiastically count when playing 'What's the time Mr Wolf?'. They have a good grasp of colour and shape and use this knowledge well as they play sorting and matching games. They develop an awareness of the world around them through books and activities linked to topics, such as the weather and the seasons. An awareness of differences is developed through the celebration of aspects of other cultures and religions and the making of artefacts and models, such as a Chinese dragon. Well established routines give a pattern to the day and a sense of time passing. Children investigate sand and water and have great fun making bubbles in the water. They experiment with paint, such as mixing colours together showing great delight as new colours appear.

### **Helping children make a positive contribution**

The provision is outstanding.

Children benefit significantly from this friendly and caring nursery where staff build a strong sense of community within the group and manage the children very well. It is an inclusive provision where every child's needs are thoughtfully planned for. Children with English as an additional language, learning difficulties and disabilities receive high levels of support. This enables them to take part in all activities and to make good progress over time. Staff find out all they can about a child's specific needs. They work in partnership with parents and outside agencies to ensure children gain as much as possible from the activities available. Staff work closely with all parents, both informally and through review meetings to help them to support their child's learning.

Babies and children new to the nursery are helped to settle. The key worker system is very effective and ensures a direct communication link between nursery and home. Staff effectively promote shared values and mutual respect between children. As a result, children behave exceptionally well and are tolerant of others. Staff set clear and consistent boundaries and those who present inappropriate behaviour are supported well through the provision of a consistent approach, clear explanations and high expectations. Children's self-esteem is promoted extremely well as staff acknowledge and value what they know and can do and reward them with verbal praise. Children's spiritual, moral, social and cultural development is fostered.

Staff have an excellent rapport with parents and greet them with their child as they arrive at the nursery. Parents are welcome to visit the nursery at any time and discuss their child's progress with staff. The home-nursery diary effectively keeps parents and staff informed about welfare issues and achievements. Staff regularly seek parents views and ideas and parents evenings have recently been introduced. A welcome pack provides detailed information including essential policies. Newsletters and the parent noticeboards provide up to date information of what is happening and planned at the nursery.

The partnership with parents and carers is good. Effective informal relationships with parents and carers contribute to children's well-being. By informing parents of the current topic and letter of the week they are enabled to take an interest in and build on what is being learnt at

nursery with their child. Currently, children's progress towards the early learning goals is not formally recorded until the child is in the final year of nursery. However, ongoing observations of achievement are shared with parents.

## **Organisation**

The organisation is good.

The strong and decisive leadership of the nursery owner is leading to ongoing improvement of provision. She is well supported by a very experienced manager who competently oversees the day to day practices and staffing within the nursery. Good systems for organising documentation have been established along with detailed policies and procedures which underpin the good practices. There is a clear vision which is shared by senior staff and their enthusiasm is infectious. They are full of ideas for future developments. Plans for developing the outdoor area are being discussed, though as yet a formal action plan for improvement has not been established. They readily take on board external advice and are proactive in addressing suggestions including those from parents. Parental involvement is welcomed because leaders and managers want to provide for their children in a way that meets their wishes. A good example of this is the parent group set up to input on the designs for the recently opened sleep room. New staff and students are well informed of the nursery's practices through induction and monitoring by senior staff. There is a commitment to ongoing professional development and staff attend a variety of training and workshops.

Leadership and management is good. Staff in charge of the Foundation Stage have been particularly effective in developing the curriculum. They reflect on and understand what needs to be done to improve the quality of nursery education and act well on the advice of colleagues and the local authority. This has led to a well organised environment, detailed planning and a clear overview of how children's needs will be met. Overall the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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.

## **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 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 layout of resources in the Ducklings room so that babies and toddlers can move about easily and are safe from potential hazards
- use every opportunity to extend children's understanding of language and link words to actions
- develop the use of observations and assessments to inform individual plans and identify how each child will be supported in their development

### **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):

- set clear learning intentions for activities, including outdoor activities and monitor children's achievement and implications for next steps in learning
- establish an action plan and monitor the development of the outdoor curriculum and its impact on outcomes for children.

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](http://www.ofsted.gov.uk)