

# Mornington House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY370580
<b>Inspection date</b>	28/10/2008
<b>Inspector</b>	Timothy Butcher

<b>Setting address</b>	Mornington House Day Nursery, Mornington Road, BRISTOL, BS8 2UU
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Morningson House Day Nursery is one of a chain of three nurseries owned by Bristol Childcare, a limited company. This nursery re-registered in 2008. The nursery is located in a residential area in Clifton, Bristol. The nursery is open each weekday from 08.00 to 18.00 all year round except for Bank holidays and Christmas. Children have access to two secure enclosed outdoor play areas at the front and rear of the premises. Access to the property is flat.

There are currently 28 children attending who are within the Early Years Foundation Stage (EYFS) age range. Children attend from the local and wider community. They attend for a variety of times. The nursery employs eight members of staff, of these six staff hold appropriate early years child care or teaching qualifications. A member of staff is working towards a level two early years qualification. This provision is also registered by Ofsted on the voluntary and compulsory parts of the Childcare Register. Currently no children from this age group attend. The nursery has experience of supporting children with additional needs and children who speak English as an additional language. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Children make good progress in their learning and development. The needs of all children are routinely met because there is a strong focus on the provision of quality activities that are planned well to match children's abilities. Their health and safety is strongly promoted because the setting gives due regard to the general welfare requirements. However, although risk assessments are regularly carried out, not all are robust enough to fully protect children. The provider undertakes some evaluation of the quality of the provision to identify some key strengths and areas for improvement. There are effective links with parents and carers that lead to good exchanges of information, however, partnerships in the wider context are under-developed.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- match practitioners observations of what children do to the expectations of the early learning goals of the Early Years Foundation Stage so that children's developmental progress is more closely tracked and used when planning for their next steps in development.
- review the quality of risk assessments and ensure visual checks effectively promote children's safety.
- develop processes for monitoring and self evaluation.
- develop partnerships in the wider context further to further promote good quality education and care.

## **The leadership and management of the early years provision**

A robust system is in place to check the suitability of staff and as a result children are safeguarded. A well qualified staff team make good use of resources in their work with children. Written policies and procedures are in place that meet the general welfare requirements of the EYFS and ensure the smooth running of the nursery. Safety measures such as covers to electrical sockets, are in place to protect children. Visual checks are routinely undertaken but systems to monitor the effectiveness of these checks are weak. This has the potential to undermine children's safety.

The setting makes some use of a self-evaluation process but these are somewhat underdeveloped. As a result the capacity of the provision to maintain continuous improvement although satisfactory, is diminished.

Partnerships with parents and carers are good. Children are well cared for and day to day information about care and welfare issues are routinely shared. Parents report positively on the friendliness and approachability of the staff. They learn about the progress that their children make; through informal discussion, notices boards, parents evenings and each child's learning profile.

Staff have a clear understanding of the uniqueness of each child. A sound understanding of inclusive practice is reflected through information gained from parents, policies and procedures that identify children's needs, planning that links to children's interests and the good variety of resources made available. The setting liaises with external agencies or services, to ensure the additional needs of children are met but has yet to develop strong links with other EYFS providers.

## **The quality and standards of the early years provision**

All staff have a sound understanding of the EYFS and confidently support children's learning and development across each area of learning so that they make good progress in general. Children have positive attitudes to learning because they are provided with a wide range of imaginatively presented and often exciting play activities. They concentrate for good periods of time because activities are well planned to follow their interests. Accurate observations are routinely made of each child. Planning and evaluation processes lead to the identification of children's next steps. This is a little variable between groups of children as the nursery has yet to review the relative merits of the different systems that track children's progress.

Children strongly benefit from the stimulating environment. Babies enjoy a range of experiences and respond by using many of their senses. They squeeze, scrunch, explore the texture and taste oats in a tray placed at a height to be comfortable for them. They look and listen then follow the bouncing balls they throw on the wooden floor; happily shuffling after them together.

Children greatly benefit from the enabling environment created when they take their play to the rear outside area. Resources are set out well to be accessible and a good

array of activities such as mark making, measurement and musical instruments exploit children's curiosity and imaginations. They count, explore capacity and the natural world as they pour and scoop dried rice, pasta and leaves into pots, pans and flower pots. Children move freely between the varied creative and physical challenges provided.

Pre-school children in particular benefit from the provision of carefully selected and thoughtfully presented activities that cover each area of learning. Their play is sensitively supported and extended to provide suitably challenging experiences, with good use made of open-ended questioning and unfinished sentences that prompt children's language and thinking.

Positive relationships are established throughout the nursery. Frequent praise by staff promotes children's self-esteem. Their achievements are valued. Children are happy, enjoy their play and respond well to staff. For example, two years olds work cooperatively together to help tidy away toys. They are skilfully supported by staff to exercise choice and to follow a good range of first hand experiences.

Adults promote the good health and safety of children, for example, they use simple explanation of safety rules and sensible steps are taken to protect children from the spread of infection, such as when changing nappies. Children have a safe and secure environment in which to play.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.