

Montagu Square Day Nursery

Inspection report for early years provision

Unique reference number	221620
Inspection date	24/09/2008
Inspector	Kelly Eyre
Setting address	Montagu Square, Eynesbury, St. Neots, Cambridgeshire, PE19 2TL
Telephone number	01480 475522
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Type of setting	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).

Description of the setting

Montagu Square Day Nursery opened in 1998 and is privately owned. It operates from a converted building in the centre of Eynesbury, near St. Neots, Cambridgeshire. A level entrance to the side of the building means that the premises are accessible. Children have access to the fully enclosed outdoor play area.

The setting is open each weekday throughout the year and sessions are from 07:30 to 18:00. There are 35 places for children in the Early Years Foundation Stage and there are currently 43 children attending who are within this age group. Most of the children live locally. A few children attend other settings, such as, the early years unit of the local primary school.

There are 10 staff members. Of these, nine hold relevant childcare qualifications. One staff member is completing training to achieve a level two qualification and four are currently training for a level three childcare qualification.

Overall effectiveness of the early years provision

Overall, Montagu Square Day Nursery makes good provision for children in the Early Years Foundation Stage. A particular strength of the setting is the flexible approach to planning, which takes account of children's individual needs and developmental stages. This means that they are offered appropriate activities and are able to make good progress in all areas. The environment is welcoming and staff build secure relationships with children, offering them appropriate support so that they are able to participate meaningfully in the activities and daily routines of the setting. The manager works in partnership with staff to review practice, effectively identifying the setting's strengths and areas for improvement. She has clear aims to continue improving the practice of the setting and therefore ensure that children are offered positive daily experiences.

What steps need to be taken to improve provision further?

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

- increase the use of the outdoor area to encourage children to explore and to ensure that they are offered a balanced range of activities
- develop further systems for evaluating the setting's practice
- develop links with all other settings providing for children in the Early Years Foundation Stage.

The leadership and management of the early years provision

The manager supports staff on a daily basis and provides clear guidance. She has procedures in place to underpin the efficient running of the setting, thus ensuring

that children are offered a secure environment in which to explore, play and learn. Comprehensive policies relating to safeguarding children ensure that their welfare is promoted and they are well protected. For example, there are stringent procedures for checking that all staff, students and volunteers are suitable to work with children. The consistent implementation of the setting's policies further supports the smooth running of a safe, secure setting.

The manager and staff use effective procedures for evaluating their practice. However, these are not always recorded, making it difficult to track progress. They maintain a very positive approach to feedback, taking action to address identified weaknesses. This is demonstrated in the positive steps taken in response to the actions set at their previous inspection, leading to greatly improved outcomes for children. An example of the changes made is the re-organisation of the play areas, to ensure that children of varying ages have their own base rooms and can therefore be offered appropriate care and activities in a safe environment. The manager also carried out a full review of all policies and paperwork to ensure that these are up to date and fully support the promotion of children's welfare and development.

The setting works well with parents and carers and ensures that there is a comprehensive exchange of information in order to promote children's learning and development. Appropriate links are maintained with the local school, but links with other provisions providing care for children at the setting have not been made in order to fully promote consistent care.

The quality and standards of the early years provision

Children are consistently offered a wide range of activities and opportunities that enable them to make good progress across all areas of learning and development. Staff can respond to children's interests and their individual developmental needs because the planning is flexible and is clearly related to the comprehensive observations and assessments of the children. Information is obtained from parents about children's skills, likes and dislikes and areas for improvement. This is used to inform initial assessments and to monitor children's progress.

Staff support children well and encourage them to think critically and solve problems. For example, children playing with card shapes are encouraged to work out which pieces to use to make a 'body shape' and how best to join the pieces using a range of materials and equipment. This consistent support offers children the reassurance to express their ideas, to explore further and to share their thoughts.

The thoughtful planning of the environment means that it is rich in signs, displays, words, numbers and rhymes. Staff have ensured that these are accessible to all children, encouraging them to explore and make choices. For example, children help themselves to a box of musical instruments and enjoy exploring the different sounds and comparing the volumes. Children enjoy using the outdoor play area, where they are offered a range of activities, such as, construction, reading, water play and using large equipment. However, outdoor opportunities have not yet been fully

developed to maximise children's learning opportunities.

Children work well together and eagerly share their thoughts and ideas. For example, children exploring shaving foam show great delight as they discover hidden animals, naming these as they find them and helping each other to guess what else may be hidden. They are competent in the use of technology, for example, selecting and completing programmes on the computer and taking photographs of each other. Children are offered opportunities to learn about the importance of healthy lifestyles. They can explain why they wash their hands before eating and have made their own displays to illustrate the body and the importance of a healthy diet.

Children are cared for in a safe, secure environment because staff have a good understanding of this area. They carry out daily safety checks before children arrive and regularly review the comprehensive risk assessments for the setting. Explanations from staff help children gain an understanding about taking care of themselves. Staff have a clear understanding of issues relating to safeguarding children and have ensured that they have relevant information and contact details.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	Satisfactory
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

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 or the last inspection.

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.