

Mayfield House Kindergarten

Inspection report for early years provision

Unique reference number	205436
Inspection date	30/03/2009
Inspector	Valerie Fane / Deborah Jane Udakis
Setting address	275 Marlpool Lane, Kidderminster, Worcestershire, DY11 5DA
Telephone number	01562 824100
Email	
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 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

Mayfield House Kindergarten is a privately-owned and managed day nursery that was registered in 1991. It operates from a private house with gardens for outdoor play on the northern side of Kidderminster. The nursery serves Kidderminster and the surrounding area. Access to some parts of the building is up one step and there is a flight of steps to the tree house. There is a fully enclosed area available for outdoor play.

The group opens Monday to Friday all year round. Sessions are from 08:00 until 18:00. Children are able to attend for a variety of sessions. A maximum of 36 children may attend the setting at any one time. There are currently 75 children attending who are within the Early Years Foundation Stage (EYFS). The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. It supports children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs 15 members of child care staff. Of these, eight hold appropriate early years qualifications and five are working towards Level 2 or Level 3 qualifications. Two members of staff are working towards Early Years Professional Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thrive in the stimulating surroundings of this privately-owned kindergarten and older children particularly enjoy features such as the tree house and the nearby allotment. All children make good progress in their learning and development because staff understand how to plan and provide for their individual learning needs and in some areas the older children make outstanding progress. The setting's practice is fully inclusive and children's individual welfare needs are met well but they have limited opportunities to increase their understanding of other cultures and diversity. The owner is committed to making ongoing improvements to her practice and has begun to use a detailed self-evaluation to identify and implement areas for development.

What steps need to be taken to improve provision further?

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

- improve children's opportunities to develop positive attitudes to diversity with respect to different cultures
- improve the organisation of the setting: lead and encourage a culture of reflective practice and self-evaluation that will improve the quality of provision for all children.

The leadership and management of the early years provision

Children thrive because the owner has made significant improvements since the last inspection. They benefit from the expertise of better qualified staff because at least half of the current staff are qualified, two more are awaiting final verification for their Level 3 certificates and three are working towards qualifications. The owner has carried out a thorough self-evaluation of her practice and has identified a number of areas for development. She is fully involved in working with the children on a daily basis but does not always have time to ensure that her own excellent practice is reflected at the same level throughout the nursery.

Children are safeguarded because robust policies and procedures and detailed risk assessments are in place for the premises and outings and these inform good practice throughout the nursery. The security of the premises has been improved since the last inspection because the front door is now kept locked at all times and has appropriate security devices in place to ensure that it cannot be left open by people leaving the building. Children are protected because staff have a secure understanding of safeguarding procedures and several of them have attended recent training to update their knowledge. Employment procedures are robust and new staff are not allowed to work unsupervised with children until they have undergone a fresh check with Criminal Records Bureau.

Children enjoy good continuity of care because the staff work in partnership with their parents and where appropriate with outside agencies or other early years providers. Induction for new children is flexible to meet the needs of the individual and staff obtain detailed information from parents of younger babies to support their care of the child. There are regular formal reviews that include the views and comments of both parents and staff to support children's continued progress. Children are able to continue their learning at home because staff have improved the amount of information available to parents. For example, a digital photo frame with pictures of their children enjoying the day's activities is on display each evening. Where children have particular learning difficulties and disabilities the staff work in partnership with the appropriate outside agencies to provide children with the best available support. Links are being developed with other early years providers who share the care of some children.

The quality and standards of the early years provision

Children make good progress towards the early learning goals because staff observe and assess their progress and use observations to inform future planning and identify children's next steps in learning. However, the excellent reflective and effective planning and assessment that takes place in Big Room is not as effective in the other rooms. This has some impact on the learning outcomes for younger children albeit not significantly so at this time. Observations support inclusive practice and all children are included in the activities provided. In addition, boys and girls are considered when planning activities.

Children of all ages behave very well because they are engrossed in their play and

learning. The environment for the oldest children is particularly stimulating and they become independent learners who are very efficient at planning and reviewing their own learning each day. They self-register on arrival and try to copy their name on the white board beside their label. They enjoy discussions at circle time and show awareness of time as they explain, 'I was late today because we had a big sleep and that made us late'. They develop problem-solving skills because they estimate how many children are present and then count carefully to check their answer.

Younger children enjoy interesting creative activities that allow them good opportunities to experiment with different media. For example, the older babies make Easter cards by painting a chicken. They choose whether to use a brush, their hands, or both and explore freely with the paint. When the paint is dry they use glue to stick cotton wool on the chicks and make them fluffy. Younger babies play independently with a tray of macaroni and are free to explore it in their own way. They pick it up or they put it in a plastic teapot and shake it to make a noise.

Children of all ages develop an excellent understanding of healthy lifestyles. They all spend plenty of time outside in the garden. Older children use the wonderful tree house and have additional opportunities for exercise through weekly swimming and gymnastics classes and visits to 'Elfin Wood'. All children enjoy a varied range of home-cooked meals that are prepared on the premises. Where possible these include fresh fruit and vegetables that the older children have grown on the allotment or eggs from their hens. Children like to help look after the hens and are eager to take visitors to help feed them and collect the eggs.

Children enjoy individual care and attention and their family cultures are celebrated in the nursery. Parents bring in dressing-up clothes and music from home so that all children can become familiar with one another's cultures. They gain some further awareness of diversity because they use a variety of toys that reflect cultures other than their own and they take part in some activities to celebrate different festivals. However, opportunities to learn about other cultures could be extended further.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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