

Mount Lane Day Care Nursery Limited

Inspection report for early years provision

Unique reference number EY370449
Inspection date 22/01/2009
Inspector Mary Anne Henderson

Setting address Mount Lane Day Care Nursery, Mount Lane, MARKET
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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).

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

Mount Lane Day Nursery Limited was registered in 2008 having been established in a single storey building close to the centre of Market Drayton since 1990. The nursery is accessed from ground level. The nursery provides five base rooms for children's rest and play. They are open each weekday from 07.30 to 18.00 all year round and includes a before and after school facility. All children share access to a secure enclosed outdoor play area.

The nursery is registered to care for 104 children from birth to under eight years old. There are currently 193 children from birth to under eight years on roll which includes 31 funded three to five year olds. The nursery employs 22 members of staff all of whom, with the exception of two are fully qualified. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery receives support from the local authority. They also work in partnership with the local Children's Centre, sign posting parents for additional family support.

Overall effectiveness of the early years provision

The setting provides exceptionally well for children in the Early Years Foundation Stage (EYFS). Staff work closely with parents and carers to ensure the individual needs of every child are identified and met. Areas both indoors and outdoors provide excellent opportunities for children's learning and development. There are positive relationships between the management and staff who work together to ensure children's safety and welfare are very well maintained. The setting shows a strong commitment to improving their practice on an ongoing basis. Systems in place to monitor and evaluate the provision are extensive.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop children's interest in information communication technology ensuring computers are operational during child-initiated play times.

The leadership and management of the early years provision

The leadership and management of the nursery is exceptional. The management team are vigilant and committed to working with parents and the staff to provide outstanding outcomes for all children on roll. The staff demonstrate a willingness to communicate with each other and the management, ensuring they identify their own training needs and involving themselves in the everyday running of the nursery. The systems to monitor and evaluate the quality of the provision are extensive. Children, parents and the staff are meaningfully involved in the process.

The staff demonstrate a sound awareness of policies and procedures. This is because they are involved in the development and reviewing of such policies in partnership with the management and the parents. There are strong links between the setting and other providers for children in the Early Years Foundation Stage (EYFS).

Children are kept safe because staff are vigilant and ensure children's safety and welfare at all times. There is a comprehensive risk assessment procedure in place which includes areas, equipment, toys and all outings undertaken by the children. Children are protected because the staff undertake child protection training and are fully aware of the procedures to be followed should there be a concern about a child in their care. Hygiene procedures are closely monitored by staff throughout the day to ensure children's welfare. For example, staff always wear protective clothing when changing nappies. They also clean baby and toddler toys each day to prevent the spread of infection.

Partnership with parents is excellent. Parents have free access to their child's learning and development files at all times. The files provide parents with information about children's observations, their initial starting points and their ongoing individual planning for the next steps in their learning in all areas of development. The parents are also included in the identification of children's developmental starting points. This is backed up through daily verbal exchange between the parents and the child's key worker. Parents receive a comprehensive range of information about the service provided. Information includes sign posting parents to the local Children's Centre for further support and advice about family issues. The setting works in partnership with the local Children's Centre, thereby widening support for children and their parents. Partnership with parents is further promoted through the Parent and Staff Association meetings (PSA). Parents are also involved in fundraising events to raise money to improve resources for children.

The quality and standards of the early years provision

Staff are highly trained, well motivated and experienced childcare providers. They provide outstanding opportunities for children of all ages to develop and progress in all areas of learning. Staff use open-ended questions as they play with the children which extends and consolidates their learning. Areas both indoors and outdoors are well utilised by the children. There is a very good balance of adult-led and child-initiated play experiences for children. The well-defined play areas ensure children know where to find the resources they want to play with. They happily and confidently help themselves to the resources that are in low, open boxes which are labelled. This promotes children's independent learning very well. Children have high levels of self-esteem and their sense of belonging is well fostered because their work and photographs are displayed around the setting. Children enjoy lots of praise throughout the day and they are rewarded with stickers and 'well done' stamps for being kind and helping others. They also enjoy looking at their own development files with their peers and recalling past events and other people in the photographs.

Children enjoy an interesting and challenging range of activities. They have a positive sense of themselves and they find out about the world around them through access to a broad range of resources that reflect positive images of diversity and through exploration of various festivals around the calendar year. For example, through stories, food tasting and arts and craft work, they explore St David's Day, Easter, Chinese New Year and Diwali. They look at and practice writing in various languages and they make three dimensional creations such as Diwali lamps. The children enjoy a broad range of outings to places of interest to further their understanding of the world around them. For example, they go on bus rides to look at buildings such as the fire station and the police station. Their learning is further extended as they receive visitors to the setting including the fire officer who talks to the children about keeping themselves safe. Children's learning about safety is extended as they learn the Green Cross Code on outings and as they practise the fire evacuation procedures with the staff. Children know to wash their hands before eating and after outdoor play and they do this independently.

Children of all ages enjoy having stories read to them. They have free access to a broad range of story and reference books housed in the designated book area which is made inviting to them through the use of mats and cushions. They also enjoy cuddling the teddies as they relax. Children have a vast range of opportunities to mark-make and write. They like to draw pictures and scribble at the role play areas and they enjoy using dot-to-dot and tracing paper to begin to write their own name. Older, more able children write their own name with confidence. Children find out about mathematical concepts and problem solving using various activities. They enjoy cooking as they weigh out and mix ingredients and they observe the baking process using their senses. Children also problem solve as they play in the sand and water activities filling and emptying vessels and observing what floats or sinks in the water tray. The children experiment using baking soda and food colouring to make a volcano, watching in awe as it fizzes up. Children enjoy playing with remote controlled cars and using the computer programmes to find out about shapes and colours. However, during child-initiated play times, the computer is sometimes not switched on, thereby possibly hindering children's interest at these times.

The children explore the world around them as they look at animals and insects. They visit farms to see a range of animals and go on bug hunts to collect and observe spiders and other insects. The children also enjoy caring for the pet land-snail and three hamsters that live at the setting. Children enjoy a broad range of physical activities indoors and outdoors. In the garden children of all ages become proficient at climbing, using the slide and undertaking obstacle courses. They further their physical development as they use the large equipment available to them at the local park. Children are learning about the importance of physical activity on their body and the benefits of a healthy diet through discussion and stories. They eat healthy nutritious meals provided by the setting which include meat, fish, pasta, vegetables and a broad range of fruit for snack times.

The children enjoy an excellent range of creative activities. They explore paint in various contexts. For example, younger children sit on large sheets painting with their feet and hands as they sit comfortably in their nappies supervised by staff. Children's imagination is further extended as they enjoy playing with dolls, dress up

and use the home corner kitchen. Children with learning difficulties are supported by experienced staff who work closely with parents and other professionals to ensure consistency and inclusion for all children on roll. Children with English as an additional language are very well supported by the staff because they observe the children to identify their requirements and liaise closely with the parents to ensure the child's individual needs and welfare are fully met.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

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

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

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.