

My Nursery

Inspection report for early years provision

Unique reference number EY293734
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Inspector Linda Patricia Coccia

Setting address My Nursery, 18 St. Peters Road, Margate, Kent, CT9 1TF

Telephone number 01843 295153

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).

Description of the setting

My Nursery opened in 2004. It operates from two large rooms within a detached house in Margate. There are some internal steps which children must negotiate. All children share access to secure, enclosed outdoor play areas. It is open each weekday from 08.00 to 18.00 throughout the year. The nursery serves the local town and surrounding areas and has been designated as the satellite nursery for the local children's centre.

The nursery is registered on the Early Years Register and may look after up to 25 children who fall within the Early Years Foundation Stage at any one time. Currently there are 77 children on roll. The nursery currently supports a few children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs seven staff, including the manager. Of these, six hold an appropriate early years qualification to NVQ Level 3 and one holds an NVQ Level 2. Some staff have commenced courses to up grade their qualification to level NVQ Level 4.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The provision is highly effective in meeting children's needs as staff offer children choices about what they play with. More importantly, the children have ready access to all toys and resources. All children are included in decision making and staff have developed some interesting methods for communicating with those children whose first language is not English to ensure their views are considered. The provider maintains continuous improvement in the setting, through constant extensive review of the policies and procedures as well as completing some major changes to the environment.

What steps need to be taken to improve provision further?

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

- ensure that systems to help evaluate activities planned for children's next steps are effective

The leadership and management of the early years provision

The provider has developed an excellent staff team. They are committed and dedicated to the children in their care and have an excellent understanding of how young children develop. This is mainly due to the range of training and development opportunities that the provider offers staff which enables them to be

well informed and highly proficient in their working methods. The provider has rigorous and robust recruitment and vetting procedures to ensure that the staff she employs are eminently suitable to work with the children. Ongoing induction, supervision and appraisal systems allow the provider to ensure staff are happy in their work but which also gives them the opportunity to gain valuable insight into the staff's working practices. The provider ensures that staff views are included in the ongoing self-evaluation schedule. She has also obtained the views of parents and other organisations, such as local schools and the local children's centre to help her in her evaluation of the setting. One new system which has recently been developed has been the offer of home visits to children who are due to start at the nursery. This has enabled staff to hone the settling in process and provide for each child from the outset. Children have benefited from this greatly as they already know their key worker on day one. Another benefit is that parents are exceptionally well supported, especially during the initial separation period as the relationship between the child's key worker and their parent has already begun to be established. Children receive very good consistency of care.

The quality and standards of the early years provision

Children are making excellent progress towards the early learning goals. Initial assessments are begun during the home visits and individual plans are already in place when the child starts. Initially parents set their own goals for their child which staff continue to work on to help the child progress. All children's records show good observations and excellent assessment of children's abilities and their stages of development. Keyworkers include their individual children's requirements in the daily planning to ensure all staff know what is required for each child. However, it is not always clear when children have achieved their next steps or if the planned activity is effective in its intention.

Children are happy and at ease in the setting. They are confident when talking to visitors and in their use of toys and equipment. They participate in an excellent range of outdoor activities. They devise mini performances on the purpose built stage, construct items in the outdoor workshop, rest and relax in the sensory area, having made many of the items themselves, and gain a knowledge and understanding of the world through feeding wildlife, growing plants and generally taking care of their environment. Children enjoy reading stories and looking at the excellent range of books. Children's creative talents know no bounds as can be seen from the exceptionally wide range of displays posted around the walls. Children enjoy the opportunities to include themselves in adult led activities or to play alone to explore activities for themselves. For example, two children discovered that the water they spilt on the floor from the outdoor water tray, tended to run in one direction. They continued to do this and carefully watched the water until one of them shouted 'We've made a river'.

Throughout the nursery, staff pay particular attention to promoting children's welfare and the detail which is required to do this effectively. All health and medication records are meticulously maintained. Rigorous risk assessments ensure that children are kept safe. Children receive regular updates on safety from staff, such as being told when an area of the floor has just been cleaned. Children's

dietary needs are also very well considered. There is plenty of discussion with children about good food and plenty of information for parents about what to include in lunchboxes. Staff ensure that all children who go outdoors have sun cream applied and wear sun hats. Children are well behaved and listen to directions from staff. Any adverse behaviour is reported immediately to parents. Children have a very positive experience at the nursery.

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

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