

Mayfield Kindergarten

Inspection report for early years provision

Unique reference number 106355
Inspection date 19/08/2009
Inspector Judith Harris

Setting address 38 St. Brannocks Road, Ilfracombe, Devon, EX34 8EQ

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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 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 Kindergarten was registered in 2000. It is a privately owned day nursery situated in Ilfracombe, in North Devon. The nursery is housed in its own self contained premises and there is a secure and enclosed rear garden for outdoor play. A maximum of 34 children may attend the nursery and there are currently 69 attending who are within the early years age range. The nursery is open from 08:00 until 17:00 Monday to Friday all year round. There are seven members of staff who all hold appropriate childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery staff team have a secure knowledge of each individual child ensuring they are successful in effectively supporting children's individual learning and development. The self-evaluation systems are highly effective in identifying the strengths and weaknesses of the nursery and supporting the staff team in the continuing development of the service. Children are benefiting from the warm caring relationships they have with staff that nurture their well being and the successful partnerships the nursery staff have with parents.

What steps need to be taken to improve provision further?

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

- continue to promote respect and positive attitudes to diversity by encouraging children to talk with each other about similarities and differences, using props and stories about children who are both like them and different from them
- continue to develop systems to gather information about children's learning both at home and in the setting to provide a clear picture of each child's individual learning needs

The leadership and management of the early years provision

The nursery is exceptionally well led and managed by the provider who works closely with the staff team to provide children of all ages with a secure and stimulating environment. The successful use of reflective practice and comprehensive self-evaluation systems are clearly very effective in identifying the nursery's strengths and weaknesses and providing the staff team with clear areas for improvement. The nursery have taken active steps to fully meet the recommendations set at the last inspection. The staff are a well qualified and experienced team whose extensive self-motivation ensures that they work successfully together to effectively meet children's individual needs. The staff team benefit from the significant support of the provider that ensures they are confident in their roles and able to continue their professional development. The nursery are

successfully building good partnerships with parents and the local schools through sharing records of achievement and inviting parents into the nursery. Parents are provided with a good amount of information about children's learning journeys and there is a good range of daily information for parents. The good partnerships with local schools successfully enable children to feel settled and secure and effectively aid smooth transitions.

All required documentation records, policies and procedures are in place and effectively shared with parents and staff. A comprehensive range of risk assessments are carried out through both annual and daily checks ensuring that the building is secure and children's safety is maintained at all times. Children are effectively safeguarded and their welfare is supported through the warm, caring relationships they have with the staff. The safeguarding children policy is comprehensive and details information about the Local Safeguarding Children Board and contact details for Ofsted.

The quality and standards of the early years provision

Children are clearly very happy, confident and well settled in the nursery's calm and relaxed environment. The exceptionally flexible daily routines provide children with a good amount of free play time and space to explore and experiment and time to develop their play. Children make extensive use of their imaginative skills to develop a complex game with the cars and garage and a role play game where they are having a picnic with the dolls. The staff are observant of the children and their play only joining in if invited to, successfully providing the children with the confidence and independence to lead the play. Children take part in creative art and craft activities in the creative play areas where they have access to a wide range of materials resources that they can freely access to be purely creative. Reasoning, numeracy language and concepts are well used in both planned and naturally occurring situations by all staff. Children are encouraged to count at different activities and they use concepts of height and size with developing accuracy. The staff use a wide range of language and ask open questions that support children to develop their problem solving skills. Children use a wide range of spoken language and at different activities the children practising and developing their writing skills. Developing children's understanding of the wider world is mainly supported through a range of activities where children learn about festivals and celebrations. The garden provides a variety of areas including an area where the children are able to use large physical play equipment. The outdoor resources include a good variety of equipment which supports children to use their imagination and be creative.

Children are carefully supported to learn good basic hygiene skills through the use of good hygiene routines. Children are offered a good range of healthy and balanced meals and snacks with fruit available and fresh drinking water available. The nursery take detailed information about any special dietary restrictions and work closely with parents to ensure children's individual dietary needs are met. The nursery have well written and appropriate behaviour management policies and procedures that are effectively shared with staff and parents. Children are well behaved, staff all have a clear understanding of the importance of the use of

positive strategies to support children's behaviour. Children are actively encouraged to share and take turns and staff make effective use of distraction to prevent children from becoming upset or frustrated.

The nursery use an extensive and versatile range of observation and assessment techniques and systems to accurately record each child's unique learning journey. These include daily books, individual observations and records of children's achievements. The whole staff team have enthusiastically embraced the Early Years Foundation Stage. They have developed a system that successfully places a secure structure around the children effectively supporting them to be free to explore, discover and travel along their individual learning journeys.

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? | 2 |
| 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 |

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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