

# Making Miracles

Inspection report for early years provision

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**Unique reference number**

EY331068

**Inspection date**

15/10/2009

**Inspector**

Anne Mitchell

**Setting address**

25 Shaftesbury Avenue, Chandler's Ford, EASTLEIGH,  
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**Type of setting**

Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Making Miracles is a privately owned day nursery which was registered in 2006 and is situated in a residential area of Chandlers Ford. It operates from a newly refurbished hall which consists of the main room with two small rooms leading off it plus toilets and a kitchen. It has a small rear courtyard available for outside play.

The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 22 children may attend at any time, all of whom may be in the early years' age group. There are currently 49 children on roll, all of whom are in the early years' age group. A total of 15 children are in receipt of funding for nursery education. The nursery is open each weekday from 8am to 6pm all year round. A total of 10 staff work directly with the children. Of these, eight hold relevant qualifications in early years and two are currently on training courses.

The nursery is supported by the local authority Early Years Department.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children progress well towards the Early Learning Goals. They enjoy a variety of play experiences and activities that are skilfully adapted to reflect their differing ages and abilities. The secure and successful systems in place to monitor the quality of the provision, ensure continuous improvement in the outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- provide children with opportunities to find out about, and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- extend opportunities for children to explore all areas of the curriculum outdoors to promote their learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively protected from harm and neglect. There is a clear and well written safeguarding policy in place which is shared with parents as part of the parent pack. All staff are clear about the signs and symptoms of possible abuse, and the correct procedures to follow in the event of concerns being noted. There are secure and robust systems in place to recruit and vet staff, so all adults working with children are suitable to do so.

Staff work really well together as a team. They are effectively deployed throughout the day to support the children. Management fully supports staff in their ongoing training programme. Staff are committed to ongoing training to support their personal and professional development and improve outcomes for children. Resources throughout the nursery are at low level, providing children with opportunities to make choices in their play. Babies explore a broad range of good quality sensory equipment, such as pop-up toys and a texture board. Staff make good use of the space available with wall mounted equipment, low level storage and moveable partitions. Resources, such as role play equipment, books and puzzles provide children with positive images of cultural diversity and disability. Children enjoy a good balance of indoor and outdoor play, and all areas of the nursery and garden are accessible to all.

Systems to monitor and assess the provision are successful because staff, parents and children contribute to the self evaluation process. Parent questionnaires and suggestion slips are used to seek parents views. Staff engage children in seeking their views about favourite activities they enjoy. A continuous evaluation in the form of a nursery development plan shows areas for improvement and clear timescales for action. Consequently, the capacity to improve is good.

Staff at the nursery maintain good links with other early years provision the children may attend. The child's key person contacts other carers by telephone to discuss children's development to ensure each provision compliments the other. Partnership with parents and carers is good. Staff take time to talk to parents informally about their child's day, on a regular basis. They are provided with an informative parent pack and regular updates by e-mail. Parent meetings provides them with opportunities to view, and contribute to their children's developmental records. Parents state they are '...delighted with the care provided' and find staff '..friendly and approachable'.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy a high level of good quality interaction throughout the nursery, effectively promoting their language, social skills and emotional development. Staff are welcoming and friendly from the outset. They engage well with children at the breakfast table, chatting about what they have been doing, and helping some with their cereal, as necessary. Babies and toddlers particularly benefit from lots of cuddles, positive facial expression and gestures.

The nursery provides a bright, welcoming environment. Labelled resources, with corresponding pictures enables children of varying abilities to recognise and choose resources. Children sit together in small groups to eat. They talk to each other and two children admire another's braided hair, demonstrating children's positive attitude and respect for one another. Another older child 'entertains' a baby in a high chair. Low level dividers ensures children and staff can see each other and interact. Older children are keen to interact with their younger friends and play 'peek a boo' and sing to the babies. Babies benefit from this interaction,

and are able to learn from the older children.

Two garden areas, mainly used for physical play, are used regularly. Some children are keen to see the nursery rabbit, telling staff 'Look he's got a carrot!' Inside, children decorate small pots with glue, flower shapes and collage to plant pansy plants. Children mould the wet sand and count the sandcastles they have made. At circle time they take turns to choose props and sing the song which corresponds to the prop. Children and staff participate with enthusiasm, joining in with actions and singing with gusto. They enjoy stories in a group or individually, and participate well. They turn the pages carefully and point at the text. Children's independence is very well promoted from an early age. They help to load the dishwasher with their used plates after lunch, and are independent in their personal care. The nursery routine is responsive to children's needs and does not dominate the day. Children's needs are clearly prioritised. Staff are skilled at adapting activities for children of differing abilities. A member of staff plans an activity, using feathers as quills to write with. Younger children are encouraged to use the feather end so their attempts at making marks are equally successful. All areas of the curriculum are covered within the main play room, although children have limited opportunities to use information and communication technology, and staff miss opportunities to extend the curriculum outdoors. The quality of planning for individuals, observation and assessment is good. Staff currently plan an activity for each area of learning for their key group. Observations on children are completed regularly to ensure all areas covered. Records provide a clear picture of children's development and next steps for their learning.

Children feel safe in this secure, yet homely nursery. They are provided with opportunities to take risks in a safe environment, allowing babies to climb out of the low level chair with good supervision. Early walkers have low level furniture available to help them cruise. Children are careful in the outdoor area, looking out for younger children as they use the wheeled toys. They are able to leave the building quickly and safely in the event of an emergency, as the fire drill is practised regularly.

Children adopt healthy lifestyles. Snacks and home cooked meals are healthy and varied. Drinking water is available to children throughout the day, ensuring they are well hydrated. Children have grown their own vegetables this year for the first time, to help them learn about healthy eating. Home routines followed to support children's emotional health and children have daily opportunities to enjoy fresh air and exercise. They are encouraged to wash their hands and access the toilet facilities on their own. Paper towels, or the warm air dryer limits the spread of infection.

Children are well behaved and have developed close relationships with staff and with each other. A member of staff tells the children 'Lovely manners at the red table...well done!' Staff are very positive in their approach, using lots of praise and encouragement, enabling children to make choices, thanking them for being helpful and kind, or congratulating their achievements. Behaviour management is consistent throughout the nursery. Staff are good role models and are polite and friendly to each other, as are the children. Older children enjoy helping their younger peers and interact with all age groups well. The babies benefit from the

positive interaction they enjoy from older children and from staff, who are caring and supportive.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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