

Mother Goose Nursery School

Inspection report for early years provision

Unique reference number 127392
Inspection date 06/10/2009
Inspector Jane Wakelen

Setting address 16-18 Bellevue Road, Ramsgate, Kent, CT11 8LB

Telephone number 01843 851264

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

Mother Goose Nursery School opened in 1994. It operates from a terraced property in Ramsgate. Children have access to four areas for work and play. Children have access to an enclosed outdoor play area. The nursery is in a residential area. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

The nursery is registered by Ofsted on the Early Years and Childcare Registers. A maximum of 36 children under eight may attend the nursery at any one time. There are currently 78 children on roll in the early years age range, some in part-time places. The nursery supports a number of children with English as an additional language.

There are 14 members of staff, six of whom hold early years qualifications to level 3, with three staff training for a level 3 qualification and one member of staff doing a level 4 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of their learning and development because staff use the key person system to personalise children's learning opportunities. They develop good relationships with the children and their families to ensure children's individual needs are met. Partnership with parents is given high priority and parents are kept fully informed about how their children are progressing and are fully involved with the assessment process. The managerial staff constantly monitor the provision and identify areas which need improving to promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment process to ensure all learning is identified from observations to plan children's next steps
- develop a comfortable area where children can relax to share and enjoy a wide range of fiction and non-fiction books, stories and poetry
- further develop the risk assessment process to ensure all areas are monitored on a regular basis and evidence recorded

The effectiveness of leadership and management of the early years provision

Children are well protected within the nursery because staff have a good understanding about safeguarding children and ensure the policy is fully

implemented within the setting. Relevant documentation is available for staff if they have any concerns about children in their care and staff are confident about procedures to follow. A rolling programme of training in child protection ensures children are kept safe and their welfare promoted. The management of the setting take their responsibility very seriously and ensure all staff have relevant checks, especially a Criminal Records Bureau (CRB) check to ensure staff are safe to work with children, including relevant experience and qualifications. Visitors to the setting are unable to enter the premises until a member of staff answers the door, and are asked to sign the visitor's book, thus protecting children from un-vetted individuals. Risk assessments are in place to identify hazards within the environment, but are not updated regularly in writing to show monitoring of the environment, although staff have a very good awareness of safety issues within the setting.

Partnership with parents is given high priority and parents are fully involved in their child's learning from the initial settling in period in the baby room, through to when their child leaves for school. Parents are introduced to the child's key person who sits with the parent to complete the relevant forms and invites the parent to give personal information about where their child is at in their development. This information is then used by the key person to develop starting points for the child whilst at nursery. Parents receive a summary of their child's progress on a regular basis, identifying the learning that has taken place and recorded under the six areas of learning. Parents are then shown the child's next steps for the following period and are able to add any comments or suggestions, therefore, fully contributing to the assessment process. Formal arrangements are also in place for parents to arrange a time to come and speak with their child's key person about how their children have settled and the opportunity to review their child's assessment file, with samples of their work and photographs. This opportunity has recently been offered to parents of children in the baby room to provide consistency of care. Parents receive regular newsletters about events at the nursery, such as fundraising, and are given a prospectus and summary of the policies to keep them informed about the care the nursery offers.

The manager of the nursery is committed and enthusiastic about promoting outcomes for children. She regularly monitors and evaluates of all areas within the setting to ensure children's welfare and well-being are fully promoted. She evaluates the provision being offered to children, although this is not in writing, but she has developed an action plan to identify areas to make improvements or to further develop. Staff are fully involved in offering suggestions for routines or activities within the nursery and their ideas actively sought, making them feel valued. All staff are given areas of responsibility, such as the Senco role to develop their own skills and knowledge. The manager has high expectations of the staff and a clear vision about where she wants the nursery to improve. This enthusiasm helps to support and motivate staff to provide good quality care for children.

All children are included in the setting with staff treating each child as an individual. Staff observe children and ensure activities are differentiated to meet their needs and equipment obtained to ensure no child feels discriminated against through disability. All children are supported in their communication skills from the very young to the older children. Staff have recently completed a Makaton course

for sign language and are using this method of communication with all children to help children communicate in different ways. Children are well supported when English is an additional language as many signs throughout the nursery are written in different languages. Staff try to obtain a few words in the child's home language to help them to settle into the nursery and the owner offers parents the opportunity to have the prospectus translated into their home language. Children learn about different religions and cultures through practical activities and stories and this knowledge is then supported through resources such as books, jigsaws and small world toys. The Senco works alongside the key person to identify any additional needs children may have and the close relationship with the area Senco ensures children's needs are monitored and supported. Staff understand the importance of working alongside other agencies and professionals to support children's needs including inviting visitors to the nursery such as the fire service, dentist and Zoolab to learn about their local community.

Resources and equipment are in good condition and easily accessible by children to enable them to self-select from low level shelves and boxes. The room for the older children is divided up into different areas such as construction, role play, and creative, enabling children to make choices of equipment and where to play. Staff ensure equipment is rotated and different activities put on the tables to maintain children's interests. The younger children access equipment from around their room and staff ensure they are offered a good range of resources and equipment throughout the day, including messy play. Staff deployment is good throughout the nursery with staff being aware of their roles and responsibilities. The appraisal system identifies training for staff and this helps to develop their skills and knowledge, whilst benefiting the children with staff's enthusiasm. At present four staff are working towards a higher qualification which is fully acknowledged and rewarded by the management of the setting.

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

Children make good progress in their learning and development because staff have a secure understanding of the Early Years Foundation Stage requirements. They observe children's development on a regular basis and identify the area of learning and stage of development. Staff then use the information from the observation to plan children's next steps in their learning. This information is used to inform the planning to ensure activities meet children's needs and interests.

This individual planning starts from children in the baby room through to when children leave the setting, ensuring children make good progress in all areas of their development. However, occasionally staff do not identify effectively the learning that has taken place from observations and miss opportunities to fully extend children's development.

Children use a good range of resources, such as magnifying glasses to identify patterns on shells and fir cones. They use the computer, learning how to use the mouse and show interest when using the digital camera and video recorder to take pictures of each other and the staff. Children enjoy constructing towers and shapes with the varied materials available and concentrate when joining the train track

together. Small world play, including playing with dinosaurs and listening to the story about dinosaurs, encourages children to ask questions, developing their knowledge and understanding about the world they live in. Children show good concentration playing with the sand and water filling containers and emptying them learning about volume, full and empty. Younger children also have opportunities to use natural materials and paint, exploring and learning about their environment. Children use their imagination in the role play area, pretending to cook dinner or outside being the mechanic to mend the car. Children have access to musical instruments both indoors and outdoors and show excitement when they sing and dance with the instruments to rhymes on the CD player. Opportunities to use paint in different ways, either on the easel or on the table and learning about mixing colours helps children develop their creativity and understanding.

Children have opportunities to see written words around the room and observe different styles of writing for different countries. They have opportunities to make marks on a daily basis, using a variety of different media, such as chinks, paint and pens. Children develop good communication skills because staff ask open-ended questions and encourage children to talk about the activities. Makaton signing has recently been introduced to all children and staff remember to simplify their language if children are bi-lingual to support their understanding. Books are freely available in the quiet room and in a box in the quiet area, although this does not encourage children to care for books or offer the opportunity to select which book they would like to look at as all books are in a pile in box.

Children are encouraged to count in everyday practical activities, such as how many dinosaurs are on the tray, or how many chairs are around the table. Children are able to view the printed number in many places around the room and are encouraged to link numbers with the dots on the dice when playing board games. Shapes are available in 2D and 3D and are used for sorting by shape, colour and size. Children are beginning to use mathematical language in their play, such as 'I have the big ball' and 'That shell is little'. Some children are able to identify familiar numbers such as their age and show pride when they find the number in the picture book. Children have daily opportunities to develop their large physical skills outside using the sit and ride cars, riding on scooters and climbing on the climbing cubes. They develop spatial awareness weaving in and out of each other outside, and enjoy sharing the balls, kicking them or throwing and catching.

Children are settled at the nursery and feel safe with the staff. They approach them for help or when they are feeling anxious or upset. Staff build good relationships with children which helps to build their confidence and self-esteem as they receive praise and support. Children are supported in their learning to share and take turns and from an early age learn about acceptable behaviour. Staff are receptive to younger children's needs through gestures, such as when children put their arms up to be cuddled or cry because they are hungry or need a sleep. Older children are able to use their communication skills through language or gestures and staff support children in meeting their needs. Children learn about keeping themselves safe as they are reminded that the ground outside might be slippery because of the rain, and to hold onto the hand rail when coming down the steps. Procedures to promote children's safety are in place such as risk assessments and the visitor's book and all accidents are recorded and a parental signature obtained

to acknowledge the entry.

Children learn about a healthy lifestyle through daily exercise and healthy options for snacks and meals. Children's dietary needs and allergies are taken into account including their likes and dislikes to plan a menu promoting healthy eating. Children are able to access drinking water at all times enabling them to be independent helping themselves to water from the water cooler. At meal times they have the choice of milk and water and pour their drinks from the jugs on the table. Snack time and meal times are used as social situations for children to talk to each other and staff about any subject they wish, supporting their social skills and manners. Hygiene procedures are in place to ensure children understand why it is important to wash their hands before eating and after using the toilet. Children are protected against infection as children use antibacterial soap, paper towels and a sick child policy is implemented.

All children are valued within the setting and are given equal access to all resources and activities. This helps children to feel a sense of belonging and begin to build relationships with each other and the staff. Strategies to manage behaviour are in place, but generally children behave well and understand about being kind to each other and the importance of sharing the toys. Children feel valued within the setting and staff encourage children to share items from home in the nursery such as the soft dinosaurs and books at large group time. Children settle easily in the setting and move around freely and with confidence.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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