

Mayo Kindergarten

Inspection report for early years provision

Unique reference number EY334361
Inspection date 29/10/2009
Inspector Valerie Block

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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

Mayo Kindergarten Ltd occupy a large Victorian three-storey terraced house within a residential area of Cockermouth. It opened in 1984 and has been registered under the present ownership since 2006. It operates from two ground floor playrooms and three upstairs playrooms. Children have access to an enclosed outdoor play area. It is open each weekday from 8.30am to 5.30pm for 48 weeks of the year.

The setting is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 41 children on roll, aged from 18 months to under eight years, some in part-time places. The setting has a number of children with special educational needs and health needs.

There are seven members of staff, four of whom hold early years qualifications at level 3. The manager is a trained teacher. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for in a safe and welcoming setting. Staff are very warm and caring with children and have a very good understanding of child development and how children learn through play, so children make good progress and are interested in learning. The setting has a good understanding of its strengths and areas for development through good self-evaluation using the views of parents, children and advisers. The setting maintains continuous improvement and this ensures good outcomes for children. Strong partnerships with parents and links with other providers of the Early Years Foundation Stage (EYFS) are well in place to ensure every child's needs are fully met.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with and parental responsibility for the child is obtained in advance of a child being admitted for every child who attends the provision (Safeguarding and welfare). 28/12/2009

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

- review the organisation of resources and play opportunities in the upstairs

- rooms to ensure children are able to freely access all areas of learning and are able to follow through their own ideas and operate more independently
- ensure that all members of staff are given copies of the setting's policies and procedures as part of their induction and that systems for making the policies and procedures accessible to all parents are improved.

The effectiveness of leadership and management of the early years provision

All children are safeguarded and protected as the setting has a clear safeguarding policy that is well understood by all members of staff. However, staff do not have their own copies of the setting's policies and procedures to ensure they are aware of them at all times. Parents receive copies of some policies and are told they can see others on request. This system does not make policies and procedures sufficiently accessible to parents; also they do not have good access to the safeguarding policy which is central to the work of the setting. Key staff attend appropriate training about safeguarding on a regular basis to ensure that procedures are robust. In the main, the setting receives all appropriate information from parents to safeguard children and meet their needs; however, the setting does not obtain information as to who has parental responsibility and who has legal contact with the child as required.

Managers have good systems to ensure the suitability of staff and others working with children to protect them from harm. Clear effective policies and procedures are in place, ensuring children's safety. For example, security at the premises is well in place and a visitors' book is used effectively to monitor people visiting the premises. Comprehensive written risk assessments are in place to ensure children play and learn in a safe environment where identified risks receive prompt effective attention.

Staff are well trained and management supports continued training. They have recently attended training on information and communication technology to improve their own skills so that they can help children in this area of learning. Staff work well as a team, sharing ideas and information about the children to improve outcomes for children.

Policies and practice support anti-discrimination and the setting endeavours to ensure that all children are treated as individuals and have their needs met. Links with local schools and other providers of the EYFS are in place to ensure children's progression and continuity of learning and care. Engagement with parents is effective as the setting makes all parents welcome and information is exchanged well for the benefit of the children. Parents comments on how happy they are with the service provided and the nursery are keen to find out parents' views through questionnaires and take up parents' suggestions in their action planning. Parents are provided with good quality information about the early years provision and are fully informed about their children's achievements and progress.

The organisation of the play areas and equipment is such that, in the main, children are able to safely and freely access all areas of learning and make choices

about their learning. The layout of the setting downstairs lends itself well to this aim; however, the upstairs layout and function of individual rooms means that children do not have immediate access to the full range of activities and, therefore, cannot pursue their interests through all the areas of learning in the same way.

Processes to self-evaluate are robust and the management team is aware of weaknesses in the provision that need attention. In particular, they are working to improve children's access to outdoor play as children currently go through the office to access the outdoor area. Future plans to address this are likely to bring about major improvement to the provision. Action plans take account of the views of parents, children, staff and advisers. Recommendations raised at the previous inspection have been well met. In particular, the setting has developed a very good questionnaire for parents, assessing children's starting points, and has developed a robust system to observe, assess and plan for children's next steps in learning.

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

Children are well settled and make good progress in learning and development as staff understand the EYFS and have a good understanding of the unique qualities of their children. Also staff establish warm trusting relationships with children that help them to feel valued and safe. Good systems are in place to establish children's learning needs and all children are making good progress in their learning and development. Children are encouraged to contribute to the activity planning at the setting and to follow their learning needs through play with good staff support.

There are good systems in place to make the environment homely, welcoming and challenging for children to enable children to progress well. However, the upstairs layout and function of rooms does not enable children to follow their interest through all areas of learning as well as in the downstairs play areas. The setting is looking to improving this currently. Children are able to voice their preference for play and staff are keen to support their play decisions. Children have a good amount of outdoor play where they really enjoy the fresh air and physical activity. They learn to ride bikes and explore leaves in trays as well as in summer months growing vegetables that they later cook and eat. The staff are keen to help children explore their local area and plan walks in the vicinity and trips to local places of interest.

Children enjoy 'brain gym' time where staff and children enjoy rhymes and physical activity and children are energised to enjoy their play and learning. Children sing rhymes that help them to extend their vocabulary and enjoyment of rhythm and music. Children begin to problem solve as they consider whether there are enough pieces of apple for all of them and the staff too at snack time. They learn to be healthy as they consider foods that help you grow and be healthy in their activities and they continue to be aware of this as staff remind them of this learning at snack times. Children enjoy making friends at the setting and appreciate one another as they celebrate birthdays together. Children develop confidence and self-esteem as they receive loving attention and praise from the staff. Staff remind

children to be careful during play, and involve them in practising fire evacuations, which helps children to learn about keeping themselves safe. Regular visits from the fire service, police service and the lollipop lady help to reinforce safety messages to the children. They learn to be healthy as they are reminded about everyday hygiene routines, such as washing hands after toileting. When outside the staff ensure that children's health is promoted as there are cups of water available and children have access to tissues and anti-bacterial hand wash gel.

Children behave well as staff carefully help children to learn to cooperate in groups and begin to take responsibility. For example, children are learning to recycle materials to protect the environment. Children satisfactorily begin to learn skills that will help them to be successful in later life, such as numeracy and literacy. Children use children's educational programs on computers that have been specially adapted to their age groups so that they become familiar with using a mouse and keyboards.

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	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

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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make copies of the written statements of safeguarding procedures and complaint procedures available to parents (Providing information to parents). 28/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (Providing information to parents). 28/12/2009