

Mucky Pups Nursery

Inspection report for early years provision

Unique reference number 250093
Inspection date 04/01/2010
Inspector Adelaide Griffith

Setting address 250 Lyndon Road, Solihull, West Midlands, B92 7QW

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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.

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Description of the setting

Mucky Pups Nursery is one of two owned by the proprietors. It opened in 2000 and operates from converted premises situated in a small row of shops in a slip road off the main Lyndon road in Olton. There is an outdoor area available for play. It is open each weekday from 07.30am to 5.30pm all year round.

The nursery is registered on the Early Years Register. A maximum of 20 children may attend the nursery at any one time. There are currently 32 children aged from two to under five years on roll, some in part-time places. The nursery also offers care for children before and after school. This setting is registered on the compulsory part of the Childcare Register.

There are five members of staff. All of whom hold appropriate early years qualifications. The nursery provides funded education for children aged three to four years. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an inclusive environment where their welfare needs are primarily met. They are competently protected due to policies and procedures that ensure that safeguarding issues are addressed. Systems to evaluate practice are effective in supporting management and staff to make changes that improve outcomes for children. There are plans for further development for the benefit of children. The staff work closely with parents and other providers to ensure that children receive the support they need. This leads to effective continuity of care and learning, enabling all children to make consistent progress.

What steps need to be taken to improve provision further?

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

- improve risk assessments to ensure that all areas are included, with particular regard to heating in the main room.

The effectiveness of leadership and management of the early years provision

Children's care and learning is well promoted because staff have a well-developed understanding of the Early Years Foundation Stage. They are informed about their responsibilities with regard to child protection issues. Procedures to safeguard children ensure that all adults working on the premises are vetted. The manager and registered individual encourage staff to maintain their suitability to practise by attending further courses regularly. Children's welfare is competently addressed, for example, risk assessments are carried out consistently. However, the heating in

the main care room is unevenly distributed and this may impact on children's care. All records required for the smooth running of the nursery, and to meet the needs of children, are available.

The management has a distinct sense of purpose about what they want to achieve and have built a committed staff team. There is a shared vision to provide a safe, stimulating environment that promotes children care and learning effectively and to fulfil their individual potential. The team consistently reviews different aspects of the provision and makes changes accordingly. For instance, staff have set up a writing area that children can access independently and they have revised the planning process to provide activities that promote children's care and learning more effectively. There are plans to provide more information technology equipment and to develop the outside area to promote all areas of learning more extensively. The manager demonstrates a firm capacity to make necessary improvements by addressing the recommendations from the last inspection effectively.

There is a strong partnership with parents. This is underpinned by frequent communication to share information about children's experiences on a daily basis. In addition, staff regularly keep parents informed about children's developmental progress. The staff work with parents who are encouraged to contribute a number of items that support children's learning. Staff work effectively with other early years providers and information is shared consistently with regard to activities that are implemented in the nursery. Additionally, transfer documents are prepared for children moving into local schools.

Children's needs are met as agreed with parents and staff ensure that all children are supported effectively in small groups or individually. Children are helped to gain an awareness of the world around them due to a wide selection of activities and resources that positively promote other cultures and disability. Resources are easily accessible to the children and staff are deployed appropriately. There is a well established key worker system which helps children to build close relationships with adults. Children are gaining a good understanding of the world around them and the care of the environment due to a range of activities.

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

Children are making consistent progress in the Early Years Foundation Stage because staff use effective methods to promote their learning. They consistently make links with children's experiences. For example, following discussion about where children live, a junk modelling activity is implemented to make houses. Children's independence is competently promoted as they are encouraged to put on outerwear with minimal assistance in preparation for outside play. Children's learning is extended effectively. For instance, outside play in the snow is followed by a story and they remain focussed as the adult brings this to life with a wide range of expressions and intonations. Children then join in with singing a selection of related songs.

The stimulating environment promotes children's learning in various ways. Colourful displays of letters, numbers and shapes provides a focus at different levels. Children are forming relationships with others. They play well together and negotiate the use of resources without adult intervention. All children's individual learning needs are addressed through group activities. For instance, staff record children's speech and this encourages them to listen to the sound of their voice in order to promote their speech and language skills. Staff carry out regular observational assessments to identify children's developmental stage and the information gained is used to plan for further learning.

Children enjoy a broad selection of activities across all areas of learning. Their creative skills are growing as they make musical instruments with pasta and they listen intently to the range of loud and soft sounds by shaking these. They remain engrossed whilst rolling playdough and this helps to develop their muscle skills appropriately. These skills are further refined by using cutters to make lines in the dough. Children's critical thinking is well promoted due to open questions such as 'how do you stop the pasta from falling out of the roll?' Children are making a positive contribution to the setting as some spontaneously sweep up spillage of rice and others help to prepare tables for snack. Furthermore, their self-esteem is well promoted due to consistent praise for effort and achievement. Challenges are included for children according to ability, for example, to write all the letters of their name or to complete more complex puzzles.

Children's awareness of their personal safety is developing due to reminders to sit squarely on chairs and explanation are given that they may hurt themselves if they fall off. In addition, the staff are responsive if children are fractious and they are promptly helped to settle. The staff use developmentally appropriate strategies to manage all children's behaviour and they are encouraged to take turns. Children demonstrate an understanding of maintaining personal hygiene. They wash hands under supervision and explain that this is done to remove germs. A wide selection of fresh fruit is served at snack time to help them make healthy choices and drinking water is freely available. All children participate in daily physical play and are developing knowledge about the importance of keeping warm by accessing clothing for outside play. Owing to constant interaction with adults children are developing skills for the future with a precise awareness of the conventions of conversation. Equally, their appreciation of information technology is supported through play with programmable robots and problem-solving activities.

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: Met

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