



Mother Goose Nursery School

Inspection report for early years provision

Unique Reference Number	127392
Inspection date	12 September 2006
Inspector	Mary Van De Peer
Setting Address	16-18 Bellevue Road, Ramsgate, Kent, CT11 8LB
Telephone number	01843 851264
E-mail	
Registered person	Petra Agnew
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Mother Goose Nursery School opened in 1994 and operates from several rooms in a terraced property in Ramsgate, Kent. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 66 children aged from four months to under five years on roll. Of these, 21 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs 11 staff. There are seven staff, including the manager and assistant manager, who hold appropriate early years qualifications. There is one member of staff who is working towards a qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children participate in effective personal hygiene procedures. They wash their hands after using the toilet, playing with messy play activities and before eating. The staff use good procedures when changing nappies and when dealing with sick children. Small diagrams displayed, show children good hygiene practices, such as wiping their own noses. Children are aware of personal hygiene issues. Accident and medication records are well kept. Staff regularly risk assess accident entries so that any new hazards can be made safe. First Aid kits are available in each area. Many staff have attended recognised first aid courses. This makes sure children are dealt with efficiently if they sustain a minor injury.

Children are offered quite a good selection of food which is mostly healthy and nutritious. They are able to choose from a variety of different fruits during snack times. They use individual cups plates and knives to avoid cross contamination. Children are able to help themselves to water, which is readily available from a dispenser. Babies are offered drinks regularly throughout the day. Older children draw pictures and talk about different types of fruit and vegetables, this is helping them develop a better awareness about healthy eating. Children's individual dietary needs are catered for appropriately.

All children participate in a wide range of physical play activities. The babies get plenty of exercise crawling around the play room and pulling themselves up on furniture. Toddlers are able to move around, exploring play resources such as shape sorts and a treasure basket. There is a very good outdoor play area, with slopes and soft areas where children can run around, use climbing and balancing equipment and wheeled toys. All children get plenty of fresh air and exercise on a daily basis. They show a great enjoyment of their outdoor play. Indoors, children can play with hand to eye co-ordinating toys, such as puzzles and construction. All children's physical development is good.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment which is friendly and welcoming. Risks are identified and minimised. For example, socket covers, corner protectors and bolts are all in place. Children are therefore able to move around independently. Children have access to an interesting range of toys and resources. For some of the time during each session, children are able to choose the available activities for themselves. The outdoor area is especially good, with secure areas and balancing, climbing and messy play equipment readily available. The resources the children use are appropriate to their ages, safe, checked regularly for suitability and hygiene. Children of all ages are able to help themselves safely to the toys as most of them are stored on child friendly shelving and in clear plastic storage systems. The baby care room is used appropriately,

with areas that can be separated to help promote both crawler's and toddler's physical development. The staff and children discuss and practice the well thought out evacuation procedures. Children can keep themselves safe in an emergency.

Children are protected by the setting's policies and procedures regarding security and child protection. A password system is used to ensure that children are only collected by known and appropriate adults. The lost and uncollected child policy is clear and concise. Children's emergency contact persons are recorded. The main child protection policy is in line with the local authority's procedures. Several staff have had training on this subject and there is a designated child protection officer. Children's well being is promoted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children enjoy their time at the nursery. They smile, laugh and interact well with staff, voluntarily offering them hugs and kisses. The walls are decorated with children's work and photographs of children enjoying activities, as well as brightly coloured information posters, all helping to make the atmosphere homely, friendly and welcoming. Children are able to settle quickly and easily at each session. There are lots of appropriate and interesting toys for the children to play with, which cover all the areas of development. Staff have used Birth to three matters to plan and assess the needs of the under three's, especially in the baby care area, which has a relaxed atmosphere. Babies and toddlers can play and experiment with different toys and activities, including shape sorters, messy play and a treasure basket. Individual profile records of every child in the nursery are kept. This means staff and parents can see how the children are progressing. However, the two to three year olds are cared for with the older children. The storage and layout of this area means that sometimes the needs of either age range are not consistently met. There is role play and imaginary play as well as creative areas where children can experiment with various messy play activities. There are also quiet places where the children can relax and look at books. At certain times during the day, children are able to make their own choices in their play. However, there still remains some scope for staff to improve and extend the opportunities for children to choose what they want to do.

Nursery Education

The quality of teaching is satisfactory. Children are progressing well, supported by the deputy manager's confidence and secure knowledge of the Foundation Stage. Planning is straight forward and easy to follow. It covers all the early learning goals adequately and children's achievement is being linked to the stepping stones. Nonetheless, the planning system is not yet clearly identifying children's next steps in their learning. Staff use on-going observations to help them gain knowledge of children and their capabilities. The development of these observations and assessments means that the children are beginning to be challenged appropriately. Staff are starting to adapt their questioning to reflect each child's stage of development. This helps them meet the needs of all children, including those with special educational needs and who have English as an additional language.

Children are able to select equipment for themselves and are beginning to take responsibility for their own personal care. The three and four-year-old children show concern for each other

and often help the younger ones in their play. More able children count correctly to over twenty and show awareness of shape and size. They enjoy stories and looking at books. Older children are able to write several of the letters in their name. Local walks and outings help children become aware of their own community. A selection of various art and craft materials mean that children can experiment and be creative.

Helping children make a positive contribution

The provision is good.

Children are encouraged to participate in all activities, regardless of gender or ability. They have access to a good range of toys and books which show positive images of the diversities in today's society. Children are beginning to learn about the differences in people. Children with special educational needs receive individual attention when required. For example, staff engage children with speech problems, by way of activities and exercises. These have been shown to staff by the speech therapist who attends the nursery on a regular basis. The nursery has a special educational needs co-ordinator who assesses a child's needs and sets individual play plans. Children's individual needs are met. Children behave well overall and are thoughtful towards each other. Clear behaviour management strategies are in place. This enables children to consider others around them, share toys and play well together. Staff deal with any minor disruptions calmly and encourage older children to sort out their own differences. Children's spiritual, moral, social and cultural development is fostered.

Parents report that the children receive good care and support from the group. They receive a good insight into how their children develop through the daily verbal exchanges with staff about the children's well being and achievements. Parents are advised of any relevant information regarding the nursery and their children. Written profiles on the children and additional contact books for the babies and toddlers provide details about their development and achievements. Parents also complete the required paperwork, providing staff with important information about their children. Children benefit from continuity of care.

Partnership with parents is good. Parents of children receiving funding for nursery education feel they receive adequate information about their children's progress, for example, through regular updates about their children's achievements. Curriculum plans relating to the early learning areas are displayed. A booklet given to parents is being reviewed, so that it contains additional detailed information about the Foundation Stage. Children benefit from regular parent involvement in their care and education.

Organisation

The organisation is satisfactory.

The setting has a Philosophy of Care document which shows the operational plan for the whole nursery. It is regularly adjusted and reviewed to meet the needs of the children and staff. For example to provide information about new regulations. The manager and deputies hold appropriate childcare qualifications, as do five other members of staff. Another staff member is currently on training. A recognised paediatric first aid course certificate is held by at least four members of staff. The group displays their registration certificate. The provider ensures

that the staff are suitable to work with the children through a robust recruitment and vetting procedure. All staff have been vetted and hold Criminal Record Bureau checks. Staff are regularly monitored and supervised. Children and staff have individual records, these are stored confidentially in a lockable filing cabinet. All Children Act regulations are met and required paperwork is in order and available for inspection. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery is satisfactory. The aims and objectives of the nursery are stated in the Philosophy of Care document. The manager has lots of experience, enthusiasm and commitment, which in turn motivates staff. She continually looks for effective ways to develop and improve the nursery in all areas, for example storage and accessibility of children's activities and resources. The improved Foundation Stage planning is beginning to ensure the learning experiences for children are challenging and suitable to their developmental needs.

Improvements since the last inspection

The provider has followed the previous actions and recommendations to improve the provision.

The first action raised at the last inspection required the provider to develop rigorous systems to monitor, review and evaluate the nursery practise to support staff in the care and education they provide-monitoring where children are going and what they are doing. The action taken by the nursery management team shows that they have developed appropriate and supportive systems which monitor, review and evaluate the nursery practise in care and education, showing where children are going and what they are doing. The paperwork and records are clear and easy to read and use. All staff have had an input and the systems continue to be adapted so they meet the needs of the funded children.

The second action required the provider to develop rigorous systems for monitoring, reviewing and evaluating the educational programme. The action taken by the nursery management team and child care staff shows the successful development and implementation of a robust system for monitoring, reviewing and evaluating the educational programme. Individual children's profiles contain details of how children are progressing in the six learning areas. The staff also complete evaluation forms on activities, to help ensure children are being challenged appropriately in their play.

The third action required the provider to develop the leadership and management of the setting in order to support staff with the care and education they provide. The action taken is that there is now a different and more effective management structure. There is now a Nursery Manager, an Assistant Manager and senior staff who have specific roles within the setting. Child care staff confirm that this provides them with good support and training opportunities. This, in turn, benefits the children and means that the delivery of care and education has improved and children are developing and progressing appropriately.

The fourth action required the provider to improve the use of assessment in order to identify children's next steps in learning and develop the planning to include what the children are expected to learn and how staff will differentiate to develop individual children's progress. The

action taken is that the newly developed planning and assessment system means that children's next steps are beginning to be identified and recorded. Each key-worker has their own method to help them identify and record their key-worker children's progress.

A recommendation to ensure snack times and meal times promote healthy eating and attitudes to food. The action taken is that menus have been re-planned, they now incorporate more healthy options, for examples lots of fruit and vegetables, with a variety of traditional and cultural foods, eg shepherd's pie, pasta, curries and fish.

Another recommendation is to ensure that all children receive opportunities for challenging activities in their physical programme. The action taken by the nursery is that there is now a variety of resources both indoors and outdoors which provide children with age appropriate challenges in physical activities. Outside, there is balancing and climbing equipment eg flower pot stilts, hop scotch game, slides and a climbing frame, along with water, play, sand and soil. Construction, mark-making and craft resources provide stimulation indoors.

A further recommendation is to ensure fire evacuation takes place regularly so that all children are familiar with the procedure. The action taken is that there is now an improved emergency evacuation procedure. All children are able to practise it. This is recorded and monitored as to how long it takes and any weaknesses in the procedure. The nursery actually exit the building and gather at the pre-determined muster point. This results in children's safety being further promoted.

Another recommendation is that staff continue to develop the use of the Birth to three matters framework. The action taken is that this is a continuous process and training and methods are constantly looked at to ensure all areas of Birth to three are covered. Individual profiles on each child show how they are progressing. Current weakness identified by staff is observations and progress in 'A strong child'. Staff confirm that extra effort is now being made to address this and make provision for and observe children more in this area.

The final recommendation is for management to develop and implement a system for monitoring, reviewing and evaluating the effectiveness of the group's policies, procedures and current practice throughout the setting. The action taken is that policies & procedures are now reviewed and up dated yearly. All staff read and sign confirmation of their understanding. Staff meetings are held once every eight weeks. Notes are made of each meeting for those staff who could not attend. An annual appraisal system is in place, staff confirm that they find this very useful and feel that their training and professional development needs are being met. Additional qualified and better trained staff means that children receive more appropriate care and educational opportunities.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to improve and extend the opportunities for children to make choices in their play
- review and monitor how the individual needs of all the children are to be consistently met

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure there is clear information regarding children's next steps

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk