

Mother Goose Nursery - Greendale Field Ltd

Inspection report for early years provision

Unique reference number

EY316472

Inspection date

04/11/2010

Inspector

Angela Ramsey

Setting address

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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

Mother Goose Day Nursery is an established nursery. Due to changes in the company status, they re-registered with Ofsted in 2006. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register, to care for no more than 36 children in the early years age group; of these, not more than 18 may be under 2 years at any one time. The nursery operates from a purpose built building and is situated in a residential area of Dulwich. It is open each weekday from 8.00am to 6.00pm for 50 weeks of the year. All the children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from three months to under five years on roll. Children attend for a variety of sessions. Of these, 11 children receive funding for early education. Children come from the local area.

The nursery employs 13 members of staff; of these 11 hold appropriate early years qualification and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly skilled and motivated staff team recognise the uniqueness of each child. They provide a welcoming, secure and vibrant environment for children. An excellent range of quality resources and equipment successfully builds on children's natural curiosity as learners. As a result, children develop a high degree of self confidence and positive self esteem. Rigorous self-evaluation, by the management and staff team, ensures that any priorities for future development are promptly identified and acted upon. This results in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to work in partnership with parents, enabling those who have English as an additional language to have information about the setting in their home language.

The effectiveness of leadership and management of the early years provision

The nursery is extremely well led and managed in all areas. The staff team are friendly, highly motivated and dedicated, and work well together. Robust systems are in place for the recruitment and vetting for staff. This ensures that children are cared for by suitable adults. Detailed and well maintained documentation, and comprehensive policies and procedures are in place and effectively implemented. Risk assessments, which include daily and more detailed room checks, ensure that staff take action to eliminate and manage identified risks within the nursery. Staff have a good understanding of how to protect children, and recognise that this is their first priority. They are vigilant, aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow, should they have concerns about a child. There is a clear safeguarding statement and a named person responsible for ensuring that safeguarding concerns are dealt with promptly, appropriately and sensitively. Members of the staff team update their knowledge and skills through regular training.

Partnership with parents, carers and family members are superb. Parent's views and opinions are taken into consideration. Recently, parent's suggested that they would prefer their children to have fruits for dessert after lunch. This has been taken on board and implemented. Parents are fully involved in their children's learning. Staff talk to parents on a daily basis about their children's day. A tracking system is in place that identifies the different areas of learning that children have experienced during the day.

Parent's evenings are arranged. Regular newsletters and information on the parents' notice board keep parents aware of up and coming events. Social events are also arranged for parents and staff to enjoy. Parents are also provided with verbal and written reports that detail children's achievements.

Parents have also been invited to attend Saturday workshops. Workshops on the Early Years Foundation Staff framework (EYFS) have been organised. Workshops on other subjects such as child development and children's behaviour are also planned.

Inclusive practice is promoted to ensure that all children have their welfare needs met and achieve well. Effective links with parents/carers and external agencies or services, such as speech and language therapists, ensure that children receive the support they need. Staff work hard to promote equality and diversity. Children are able to learn about different faiths and cultures through being able to listen to stories and music. Children are able to dress up in cultural outfits, play different musical instruments and taste different foods. Some of the children who attend Mother Goose Nursery speak English as an additional language. So far, the settings' prospectus has been translated into Spanish, and there are plans for the prospectus to be made available in other languages.

The provider has exceptionally high aspirations for the setting, and continual improvement is viewed as a priority. Systems are in place to monitor and evaluate the provision, which include the completion of Ofsted's self-evaluation form, regular staff meetings and the seeking of views from parents and carers. Staff

have identified that there is still more to be achieved with regard to working in partnership with parents. For example, by asking parents of children with English as an additional language to provide key persons with five key words in the child's home language, and to have a nursery prospectus written in different languages.

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

Children thrive in this vibrant and stimulating environment. Children are eager to attend and are warmly welcomed by staff. The staff team plan and evaluate a wealth of highly enjoyable activities, which both supports and challenges children's development. The children are proud of their nursery. On arrival, after introducing herself to the manager, two children proudly showed the Inspector around the setting, including the outdoor play space. They showed the Inspector where to sign in the visitor's book, and introduced the Inspector to the cook and the pet rabbits.

Each child is assigned to a key person, whose responsibility it is to ensure observations are completed, and that these observations are used to plan for children's next steps in learning. Photographs of the children engaged in various activities are also used to illustrate the wealth of learning opportunities offered to the children. Staff have implemented an effective system to track the children's progress through observation. Children's achievements are recorded under each area of learning and their next steps are planned for. This ensures that children are sufficiently challenged and that their individual needs for learning are met.

An excellent range of stimulating resources and activities are available for children to choose from. Children are able to be independent as they choose which activities to take part in. Children are able to mark make and are able to select from pencils, stencils, coloured pencils and rulers. Outside there is a wooden work bench where children are able to use tools, such as hammers and nails, under constant supervision.

Babies and toddlers have formed warm trusting relationships with staff. They willingly approach staff for cuddles, reassurance and support. Staff talk to the children whilst they are occupied in activities, encouraging their language skills. Younger children become competent learners as they explore resources through their senses. For example, babies and toddlers enjoy pushing buttons on toys, opening and closing flaps and working out that one action has an affect on others. Staff also provide activities that enable young children to use their senses. A large container is filled with jelly for the children to explore.

Toddlers are also enabled to mimic real life experiences and use their imagination as they play in the role play area. Here they cook, dress up and take care of their 'babies'.

Children explore the outdoor play area in all types of weather, enabling them to experience different seasons. Staff ensure children are appropriately dressed in coats, hats, gloves, scarves and Wellington boots. Children then enjoy digging in the soil. Using tyres and planks of wood they practice their balancing skills as they

walk across the plank of wood.

Opportunities for children to be healthy include the provision for children to help themselves to drinks of water, to ensure they remain hydrated. The cook prepares meals that are nutritionally well balanced. Meals are prepared on the premises and include risotto and pasta. A selection of fresh fruit is also provided on a daily basis. Children sit together at meal times. Babies' meals are pureed and younger children are encouraged to feed themselves, although staff are on hand to assist. Children sit with their peers in their group rooms at lunch time. Staff sit with the children and meal times are a sociable occasion. Older children are encouraged to be independent as they serve themselves and pour their own drinks.

Children learn about the importance of caring for the environment. Receptacles are available for children to recycle. An area of the outdoor play area is used for planting. Children grow Brussel Sprouts, tomatoes and herbs such as thyme, rosemary and mint. There is also a sensory area with a water feature and wind chimes. Children enjoy riding their scooters and tricycles on the cycle path. Signs read 'bikes go slow'. There is also a pedestrian area.

Labelled resources encourage children's recognition of letters and understanding of written word. On arrival, children self register by finding their name card and placing it on the board. Children enjoy their time at the provision, and make friendships with their peers that extend outside of their time at the provision. They learn to play cooperatively and understand the importance of taking turns. Children behave well and understand the rules. If reminders are required, staff deliver these in a calm and patient manner.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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