

Mumbles Day Nursery

Inspection report for early years provision

Unique reference number

EY405486

Inspection date

15/02/2011

Inspector

Julie Preston

Setting address

Play Group, Village Hall, Sandon, STAFFORD, ST18 0DJ

Telephone number

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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

Mumbles Day Nursery opened in 2010 and operates from rooms within Sandon Village Hall, in Sandon, Staffordshire. It serves the local and wider community. The group use the ground floor of the building. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year.

The nursery is registered on the Early Years and the compulsory parts of the Child Care Register. A maximum of 43 children may attend at any one time. There are currently nine children aged from birth to five years on roll. The nursery is in receipt of funding for nursery education.

There are currently five members of staff, all of whom hold early years qualifications to at least NVQ Level 3. One member of staff has qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals. They access a range of varied activities that challenge and stimulate their interest. The enthusiastic and dedicated management team has a clear vision for the nursery and, along with staff, create an inclusive environment where individuals are respected and valued. There is a good working partnership with parents and the majority of the policies, procedures and records are implemented well. Systems to evaluate and improve practice are secure and result in a continually improving setting. Space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. As a result, children make good progress in relation to their starting points. On the whole, children's welfare is protected through mostly effective practices.

What steps need to be taken to improve provision further?

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

- update accident records to include details of any first aid treatment given (Illness and injuries) 01/03/2011

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

- update visitor records to include times of arrival and departure
- devise systems to work together with other practitioners to support transition for children who attend other settings.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children and of their roles and responsibilities in reporting concerns. The nursery has effective procedures to ensure children are safe and their welfare is promoted, for example, appropriate recruitment and vetting procedures are in place. However, visitor records do not include times of arrival and departure, and this potentially impacts on safety. The nursery has systems to ensure that all members of staff are suitably qualified and experienced and that their continued suitability is monitored. Staff are proactive in attending training to increase their knowledge and skills. For example, they attend courses in safeguarding children and first aid. Daily visual checks are undertaken on all parts of the premises children come into contact with. All of the required policies, procedures and documentation are kept on the premises, together with details of the regulatory information regarding children's individual needs. However, accident records lack details of first aid treatment administered which is a specific legal requirement.

The partnership with parents is well developed. Parents take part in fundraising activities, share information relating to their children and their development, and participate in a parent's forum. Parents are aware of the activities their children are provided with as they receive newsletters, plans are displayed and information is shared with their child's key workers. Parents have open access to their children's development folders. Daily diaries (for younger children) and verbal exchanges help communication between staff and parents. In addition, parents receive weekly e-mail updates and regular parent's evenings, to share information on individual children's development. This also keeps them well informed of their children's care and well-being.

The nursery has procedures for identifying any additional help required for the children to ensure that each child benefits from a positive experience. Procedures for children joining the nursery include settling-in sessions with discussions and written information about children obtained from parents. This means that they feel reassured by the staff, who create an environment which is welcoming and accepting of everyone. The manager of the nursery has systems in place to develop partnerships with local schools and promote a smooth transition to school. However, links with other settings children currently attend have not been developed; this compromises consistency and does not support continuity in children's learning and development.

The management has a clear sense of purpose and, through various methods of reviewing and reflecting on practice, engage staff in making changes that bring about positive improvements for children's welfare and learning. Regular staff meetings and frequent opportunities for staff development and training, ensure that all keep up-to-date with changes and are continually improving their skills for the benefit of the children. Together, the staff team identify strengths and areas for development and implement action plans to bring about improvements. Parents' views are valued and sought in the form of questionnaires and feedback

at the parent forum meetings. This information is used to raise standards and ensure continuous improvement of the setting.

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

Good relationships are evident between the staff and children. Throughout the nursery, those new to the setting, or room, are appropriately comforted by staff, helping them to feel safe and secure. Children develop a sense of belonging as they see displays of photographs of themselves and their artwork. Staff observe children during play and record their achievements. They use this information to highlight any gaps in children's learning and plan next steps for them to work towards. This method is generally effective and, as a result, children make good progress. A selection of activities are then planned to take account of children's interests and their individual learning needs. Children enjoy the range of activities provided. Children understand that they can freely access toys stored around the room, helping themselves to a favourite book from the rack within the baby room or independently using the computer in the pre-school room. Routines such as meals and snack time are used to support children's independence skills effectively. For example, individuals are encouraged to pour their own drinks and some take responsibility for a special job, such as, 'laying the table'.

Behaviour is good in the setting. Children begin to understand the need to share and take turns appropriately, supported by staff. Older ones respond well to gentle reminders of where it is appropriate to run, identifying outside as the best place to do this. Children have participated in visits to see the local police officer and visited the local manor house to support topics and develop links with the local community. Trips out in the local area provide opportunities for children to consolidate skills learned and enable them to develop awareness of the world around them.

Good methods are used to encourage children to adopt healthy lifestyles. They follow effective hygiene routines, including regular hand washing before meals. The nursery promotes healthy eating; meals are freshly prepared and nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for in terms of allergies, preference and food with textures for younger babies. Staff take time to sensitively support younger children with feeding skills. Children take part in a range of activities to support awareness of healthy eating, such as, food tasting, creative activities and cooking. Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. Children develop knowledge and understanding of the world as they plant and care for vegetables and flowers. They develop their imagination and language skills as they participate in 'circle-time', singing their welcome song in a range of different languages chosen by individual children. Children develop hand-eye coordination as they use paint brushes and water to make marks in the outdoor area within planned and free choice activities.

Indoors, children also develop skills for the future through the range of activities available. Older ones begin to explore technology, attempting to use the mouse to

complete simple programmes; babies enjoy musical toys and show pleasure as they press buttons or create a sound with the rattles. Simple mathematical and scientific concepts are introduced during free play, for example, comparing the size of containers and the 'compare bears'. Children develop the hand-control needed for later writing, as they use a range of tools in art and craft activities, and language skills as staff engage in play with the children and take time to listen to them. Younger babies babble in response to staff communications and at singing times.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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