

Major Minors

Inspection report for early years provision

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Inspector

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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

Major Minors Limited has been registered since 2001 and is part of a "family" of 10 nurseries. It operates from a renovated and refurbished primary school in Godalming, Surrey and serves the town and the surrounding villages.

The children have use of a baby unit and nursery department, a sleep room and toilets, a play room and various 'home rooms' in two buildings situated on the same site. The enclosed playground and grassed garden area offer a secure area for outside play.

The provision is registered to provide care under the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 140 children. Older children can also attend before and after school hours. There are currently 230 children on roll in the early years age range and 23 children on roll who attend who are over five years. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

The provision supports children attending who have special educational needs and those who speak English as an additional language. The provision is open all year round from 7.00am to 7.00pm Monday to Fridays excluding bank holidays. All staff are appropriately qualified or are working towards a child care qualification. One member of staff holds Early Years Professional Status and another is a qualified teacher. The provision receives support from a mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this provision where their individual needs are of a key concern to the staff who care for them. Exceptional self evaluation processes ensure that planned improvements are relevant, planned meticulously and well-targeted to meet children's needs. Partnerships with parents are a key strength along with highly effective procedures to keep children safe. Children who attend with special educational needs are fully included in all aspects of the provision and enjoy excellent support to ensure that they and all other children can make a positive contribution and succeed highly in all aspects of their care, learning and play.

What steps need to be taken to improve provision further?

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

- developing staff understanding of current guidance surrounding the appropriate storage of baby's formula milk.

The effectiveness of leadership and management of the early years provision

Safeguarding children is a high priority and staff demonstrate through their practice an excellent awareness of risk assessment and ensuring that children are kept safe. Regular head counts between rooms and during outside play ensure that staff are fully aware of the children in their care and they actively deploy themselves effectively to support and enhance their play. CCTV cameras ensure that unauthorised visitors can not gain entrance to the premises and each visitor is greeted by staff who escort them around the building and ensure they are not left unsupervised with the children. Parents are fully involved in ensuring high security as they confidently explain to unknown visitors that they can not let them into the premises and seek a member of staff to do so instead. Safeguarding procedures are robust with a wide range of suitability checks being carried out on staff. This includes a number of written references, criminal record checks, implementing highly supportive probationary periods and detailed inductions. Staff explain that they enjoy their work within the setting and are obviously ambitious and passionate about their role in making a difference to the children who attend.

Parents praise staff highly for their dedication and explain that how useful they find the recently introduced "Stay and Play" sessions and parents information evenings where staff set up activities to demonstrate how they support their child's learning and development. Parents become fully involved in these events and they are highly successful at helping parents to understand how they can also support their child in making exceptional progress. Innovative systems for seeking children's interests from home are also exceptionally well utilised and this information is used to promote further opportunities for the children. Parents are also fully involved in the evaluation of the setting and the management team eagerly seek the views of parents through brief questionnaires, face to face feedback meetings and parent consultations. These ensure that the improvements made within the setting are based predominantly upon what the parents feel are of key importance to their child and family. Children are also highly involved in evaluating their setting. For example, the outdoor playground has recently been refurbished and children were fully involved in sharing their views about what they would like included in their play-space. As a result of this consultation with the children, a child's specific suggestion of having pencils like those seen at a sibling's school have since been erected which children excitedly manoeuvre through with pushchairs and bikes. This demonstrates staff have a clear interest and respect for children's views and implement their suggestions wherever possible.

Steps taken to recognise and celebrate diversity within the setting are immense. Children develop a full understanding of other people's beliefs and cultures, for example as they taste foods from different nations, such as exotic Dragon Fruits and a range of breakfasts commonly found in different cultures to their own. Staff are dedicated to ensuring that each child is not limited in what they can achieve and careful observations of individuals, groups and aspects of the nursery are made to ensure improvements implemented will heighten the enjoyment and participation of all children. An example of where this has been particularly

successful is when recognising that some boys in the pre-school area of the setting rarely accessed mark-making opportunities. Staff promoted children's interest through supplying pens and paper in a den area where children mark-make by torch-light, shining their torches through their paper to see the patterns they have made. Other examples include how the setting has reviewed how resources are deployed to ensure that activities are engaging and stimulating to the children. The success of this can be observed through their animated enjoyment of their activities.

Children who attend with special educational needs are fully involved in all activities and staff provide one to one care where appropriate to ensure that each child's needs are fully recognised and supported. Excellent partnership working with other health agencies such as speech therapists and child psychologists mean that staff are very well informed and are in the best position to ensure continuity of care and support. Excellent relationships with local schools which children are planning to attend also ensures highly effective partnerships and result in children feeling confident and secure in their smooth and happy transition to school.

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

When entering each room within this large nursery there is a happy buzz of activity. Children busy themselves exploring the resources on offer and show interest and intrigue in their learning. Babies are very secure in their rooms and enjoy lots of eye contact with their carers as they play. They smile happily as they are tickled and show intense interest in a range of sensory resources such as Treasure Baskets and grass effect play mats. Secure attachments are obvious between children and the staff who enjoy offering regular cuddles and interaction. Toddlers in other rooms enjoy experimenting with paint as they mark make or accessing the book corner where they animatedly read themselves stories with expression and enthusiasm.

Staff pay close attention to the children and plan activities which they know that they will enjoy. Parents are fully involved in sharing what interests children have displayed at home and this information is welcomed by staff who use it to inform their planning. Staff understand the importance of providing a balance of indoor and outdoor play and the outside area is constantly utilised by different groups of children. Children particularly enjoy exploring 'Niagara Falls', a recent water feature added to the play-ground. Many minutes are spent by children collecting water from an outdoor tap in buckets and watering cans before taking it across to pour it carefully down the shoots. Following this interest some children decide to build a Noah's Ark where staff provide large building materials which they use as they co-operatively work together to form their structure. Children work harmoniously and cooperatively, demonstrating both a full appreciation of their friends as they work together to achieve their goal. As a result of children's excellent respect for one another, behaviour throughout the nursery is impeccable.

Older children are also fully engaged in their learning and show genuine interest as

they explore their pet African snails. They use magnifying glasses to look at them closely, recognising their slime trails which have been made across the paper. Children are involved in learning to care for their pets and are very careful and gentle as they investigate them. Other children sit quietly as they concentrate on their painted masterpiece, pointing out the beautiful flower picture they have made. When their work is done they choose to have a snack. Children sit together happily confidently explaining that the cranberries and breadsticks they are eating are healthy and that this was important as "it gives us energy". Babies' needs are also very well catered for regarding snack and meal times where staff provide meals which are home cooked on site by a chef and use ingredients which are fresh, locally sourced and organic where possible. Staff demonstrate a good awareness of the importance of supporting the weaning needs of young babies and provide relaxing surroundings for bottle feeding times. However as not all staff are aware of current guidelines with regards to the appropriate and safe storage of formulae milk there is a limited risk to some children's good health. Otherwise children demonstrate an excellent awareness of their health and are supported very well in carrying out daily hygiene routines. Staff are vigilant surrounding food hygiene and wear gloves and aprons when nappy changing to limit cross infection and protect children from illness.

Children are supported exceptionally well as they learn how to keep themselves safe. Two year olds sit waiting patiently to go out for a walk on the walking crocodile device, understanding and accepting fully that this helps them to keep safe as they walk to the local park to play. All children demonstrate a high sense of security within the setting and particularly with their adult carers. One child confidently explains that they have lots of fun at nursery and that they 'never feel sad here'.

Although this is a very large provision, exceptional practices are in place to ensure that each child feels secure, safe and happy. The majority of children are making exceptionally strong progress in their learning and development as a result of the innovative and imaginative activities on offer. They enjoy accessing a range of ICT equipment, such as light boxes, mobile telephones and computers and have an obvious respect and understanding for the staff and their peers. As a result, children play a full and active role in their learning and are well equipped with the fundamental skills to extend their learning and progress even further.

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

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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