

# Mother Goose Day Nursery

Inspection report for early years provision

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**Unique reference number**

110054

**Inspection date**

01/06/2011

**Inspector**

Cathy Hill

**Setting address**

108a St. Michaels Road, Aldershot, Hampshire, GU12 4JW

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Mother Goose Day Nursery is privately owned and was registered in 1993. It operates from a detached building where children have use of two large rooms, an enclosed garden area and a hard surfaced playground. It is situated in a residential road close to the town centre of Aldershot, Hampshire and near to the railway station. The group serves the local area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 33 children in the early years age group at any one time. There are currently 22 children from 18 months to five years on roll. This includes 13 children who receive nursery education funding. The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language. Children attend a variety of sessions. The nursery opens five days a week all year round. Sessions are from 8.00am to 5.30pm. The group employ seven qualified members of staff to work with the children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive within the nursery, where their individual needs are well known and met to a high standard. Staff value, respect and cherish each individual child and sensitively support them with their development. Inclusion is positively promoted and staff provide children with excellent daily opportunities to progress in all skill areas. A wide range of mostly well detailed documentation is in place to support nursery practice. The nursery's capacity for continuous improvement is outstanding. Nursery practice is evaluated on an ongoing basis with development plans targeted to bring about further improvement to practice and outcomes for children.

## What steps need to be taken to improve provision further?

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

- improving detail in documentation by clearly tracking children's development in all learning areas within their development records and by obtaining parental confirmation in medication records that they have been informed of medication administered.

## **The effectiveness of leadership and management of the early years provision**

The leadership and management of the nursery is excellent. The managers are passionate and extremely enthusiastic about providing the highest levels of care and education for all children. Professional development is ongoing for all staff and excellent relationships between staff ensure a happy, welcoming atmosphere is provided for children's care and learning. Children's welfare is fully safeguarded. All staff have had child protection training and are confident with the procedures to follow with any concerns. Recruitment procedures are rigorous and all staff are vetted, with a system in place to ensure their ongoing suitability. Staff work seamlessly together to ensure all children are treated with equal concern and are fully integrated into nursery life. The individual needs of children are fully taken into account when planning activities to provide children with maximum opportunities to achieve and enjoy. For example, the nursery have embraced projects to enhance children's communication skills and to help narrow the achievement gap between boys and girls. Staff have taken ownership of these projects and have been proactive in making resource boxes to support children's development, following observations of children and discussion with them about their particular interests. Children flourish within the nursery where they have daily access to an excellent range of resources and activities both indoors and outside. Their care is significantly enhanced by exceptional organisation and the sensitive and appropriate support provided by staff. Staff fully utilise the space within the nursery and a wide range of colourful displays, for example about space, shoes and a Chinese dragon, provide a stimulating surround for children. Resources are labelled with both words and pictures and children enjoy the freedom to choose what they play with.

The nursery is highly committed to working in partnership with parents and others involved in children's care and education. Transition meetings take place with schools children feed into and children's progress records are shared. Excellent partnerships with parents contribute significantly to children's care and well-being. Parents are kept very well-informed about their children and nursery practice and state they feel "confident [their child] is looked after and happy". They are very positive in their praise of the nursery and state that it has a "big family feeling". A comprehensively detailed self-evaluation form has been completed by nursery staff and this is updated as areas are improved or further priorities for improvement are identified. Parents are actively encouraged to feedback their views on the nursery and their suggestions are taken on board and changes made to further improve practice.

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

Children eagerly enter the nursery in the morning and quickly settle to an activity of their choice. They show a strong motivation to learn as they purposefully engage in a variety of activities during the nursery day which help develop their

future skills. Children are making excellent progress with their learning. Staff effectively use information gained through observations of children to inform the planning of their next steps in learning. Development records are maintained for all children and progress reports completed regarding children's development in all learning areas are shared with parents. Staff know the children well and are aware of their individual developmental stages, although records do not clearly track children's development in all areas. Children have excellent relationships with staff and each other. They readily turn to staff for cuddles or support showing they feel safe and secure in their care. Staff are calm and cheerful and instinctively know when to step in and support and extend children's learning during play. For example, they ask children questions to make them think. Staff understand when to step back and allow children to independently explore and as a consequence children enjoy their play as they are unhurried and able to learn at their own individual pace. They display high levels of independence, curiosity, imagination and concentration. For example, staff bring in a bag with some new resources in which they know will appeal to children. Children notice the bag and stand and watch curiously to see what is inside. They gasp in wonder as some new toy animals and a safari jeep and figures are produced and then immediately start to play with them. Children are encouraged to name the different animals and they absorb themselves in imaginary play with the animals singing happily to themselves as they play.

Children's behaviour is exemplary and they play very amicably together. They have their name labels on their coat pegs and their artwork is displayed, which develops their sense of ownership of their environment. Children show positive attitudes towards one another as, for example, older children gently take younger children's hands and lead them to sit together to share books. Children work extremely well together as they unite in operating the see-saw in the garden and as they help tidy toys away indoors. They have a well developed sense of safety, which they demonstrate as they use both hands to safely hold on as they climb the steps to the slide. Indoors they safely use a variety of resources, such as scissors. Staff are vigilant to safety as children play and use opportunities as they arise to reinforce children's awareness of safety. For example, staff observe children playing in the home corner and talk to children about why oven gloves are used to remove dishes from ovens. Children have excellent opportunities to develop an understanding of a healthy lifestyle through daily exercise and access to a healthy diet. Children delight in the freedom to choose whether they play indoors or out in the garden. Outside, they confidently and competently use the slide, climbing frame and see-saw and giggle together as they push dolls around in toy prams. Indoors, they show an understanding of personal hygiene routines as they wash their hands before a healthy snack of fruit. Staff maintain the nursery environment to a high standard of cleanliness and all staff are first aid trained which means children receive appropriate support if they have an accident. Accident and medication records are maintained with written consents in place for the administration of medication. Staff sign to confirm it has been administered and verbally inform parents but do not get them to countersign to acknowledge they have been informed. Children learn about healthy eating and the natural world through planting and growing produce in the nursery garden. For example, they are growing tomatoes, radishes, beetroot and carrots. When plants are fully grown the children help harvest the produce and are able to try the different vegetables.

They learn about their local community through outings to places, such as the park, library and train station.

Children have very good self-esteem and confidently initiate conversations, ordering their thoughts well as they talk about events in their lives. They have great fun exploring water using a large pipette to suction water up before squeezing the top to deposit it in a small bucket. They understand the difference between a bucket that is full and one that is only half full and use positional language correctly when talking about whether the water is at the top or bottom of the pipette. Fun games blowing bubbles help them develop control of their mouth which supports language development when they try and make the different sounds of words.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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