

Mother Goose Nursery (Upland)

Inspection report for early years provision

Unique reference number	107454
Inspection date	01/06/2011
Inspector	Tracy Weight
Setting address	248 Upland Road, East Dulwich, London, SE22 0DN
Telephone number	020 8693 9429
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

The Mother Goose Nursery (Upland) has been open since 1989. It operates from a two storey terraced house, in a residential area in Dulwich. Children also use an enclosed area for outdoor play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under eight years may attend the nursery at any one time. Of these, no more than six may be under the age of two years. The nursery operates from 8am to 6pm, Monday to Friday, for 50 weeks of the year. The nursery provides free early education for three- and four-year-old children. There are currently 38 children from one to five years on roll. The nursery supports children who have special educational needs and/or disabilities, and children for whom English is an additional language. The nursery employs eight staff working directly with the children, six of whom hold appropriate early years qualifications. In addition, a cook and peripatetic teachers are employed. The nursery receives support from London Borough of Southwark Early Years Consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. All children, including those with additional needs, are motivated learners, who engage positively with the range of stimulating experiences provided for them. The enthusiastic and caring staff team work well with parents and carers to help them to get to know children well and to plan effectively for their learning and development. This results in the provision of an inclusive, good quality learning environment overall with generally good outcomes for all children. The nursery's capacity for ensuring continual improvement is generally effective because leaders have many strong monitoring processes in place. The staff team embrace opportunities to progress their own development, using what they learn effectively to bring about improvements to the already good provision.

What steps need to be taken to improve provision further?

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

- improve systems of monitoring to ensure that staff regularly observe their key children and consistently plan for next steps in learning
- improve monitoring further to check the consistency of the staff approach to assessment
- improve the provision of indoor resources immediately accessible to children.

The effectiveness of leadership and management of the early years provision

In depth policies and procedures, which are fully implemented by staff, ensure the smooth day-to-day running of the nursery. Children's well-being is prioritised and staff ensure that all children are effectively safeguarded while on the premises. There are effective child protection procedures in place and staff know what to do if they have any concerns. All staff show a caring attitude towards children and they use risk assessments effectively to ensure children are kept safe, whilst at the same time allowing them to explore and take risks as they learn. Managers carefully monitor any accidents and incidents to help continually improve the safety of children in the nursery.

Staff promote equality and diversity effectively across the nursery. They support all children's learning well by joining in their play. They talk to them to extend their communication and thinking skills, including those children learning English as an additional language. Staff participate in training enthusiastically to further develop their knowledge and skills and to drive future improvement. They use what they learn to help improve the provision for children. For example, specific language training has improved staff interactions with children and provides more specific language activities. The nursery has a good range of monitoring activities overall and is taking positive steps to continually improve quality. However, monitoring of the assessment system has not picked up inconsistencies in the recording methods staff use. This leads to fewer targets for some children but regardless of this, all make generally good progress. The nursery utilises parental feedback and the expertise of partner agencies well to help it review and improve its practice..

Overall, the available resources are effectively organised and managed to ensure that children have access to a wide range of enticing and stimulating activities that help to promote their good progress. The outdoor area, the focus of recent successful development, provides a particularly exciting environment. As a result, children thoroughly enjoy spending their time engaged in the wide range of learning opportunities provided for them. The inside area is well organised overall; however, on occasion some of the resources presented to children do not enable them to fully develop their play as they would like.

The nursery has developed an effective partnership with parents and carers. They speak highly of the quality of care and education their children receive, and are keen to take part in their children's learning. They come into the nursery to share their skills, join in outings and help children to write diaries . New parents receive clear and useful information about the nursery and its policies. Effective systems ensure continual communication between staff and parents about children's interests, development and next steps in their learning. The nursery has established links with other providers and services in the area, and these are particularly effective in ensuring children with additional needs are well catered for within the nursery.

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

Children eagerly enter the nursery each day, keen to play and explore the activities available. Sensitive and appropriate grouping of children for activities helps them to gain a high level of confidence and self-esteem. As a result, they are helped to feel safe and secure, and they make a positive contribution to the nursery community. Children behave well, and respond positively to gentle guidance by staff. They show that they are learning to take turns and share fairly; for example, they use a large egg timer independently to take turns using the popular rope swing.

Children are particularly motivated to learn in the stimulating garden. The area is a hive of activity as children ride bikes, climb, swing, tend to their vegetables, make dens, share books, and make sandcastles. Staff know children well and follow their interests. Observations are linked to the six areas of learning and are used well by most staff to inform planning for children's next steps. Staff make good use of spontaneous learning situations, which help all children move forwards well in their learning and gain useful skills for the future.

Children demonstrate increasing independence as they make choices about their play, take themselves to the toilet and pour out their own drinks at snack time. They are confident at organising their own play, as well as taking part in a variety of adult led activities. Children are enthusiastic communicators. Many children are beginning to recognise and to write their names. They enjoy listening to stories read by adults and participate enthusiastically with a range of songs and rhymes. They thoroughly enjoy taking a soft toy called "Spot" home at weekends and delight in sharing with others the "adventures" that their parents help them to write. Children's growing creativity is evident through the attractive wall displays throughout the nursery and as they explore a range of media such as dough, paint, collage, sand and water. They enjoy their dance sessions, and even the youngest children show good co-ordination and imagination in their movements.

Children are developing a good awareness of the importance of developing a healthy lifestyle. They enjoy healthy snacks and meals showing that they understand the importance of washing their hands before eating and cleaning their teeth after lunch. Children enjoy their daily physical activities outside as they run, jump, climb, and balance with confidence.

Children show curiosity in learning about their environment and the wider community. They enjoy planting and growing plants in the vegetable patch and understand how they need to look after them, stating "If we don't give them water in the sun, they will die". They are fascinated by the Grasshopper they find in the garden, and spend a long time curiously observing its movements in their magnifying jar. Children enjoy their time in the nursery, and parents have confidence in the quality of care and education they receive.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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