

Mountford House Nursery

Inspection report for early years provision

Unique reference number	EY414756
Inspection date	25/07/2011
Inspector	Justine Ellaway

Setting address	Mountford House School, 373 Mansfield Road, NOTTINGHAM, NG5 2DA
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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

Mountford House Nursery is privately owned. It opened in 2005 and re-opened in 2011 as a limited company. It operates from a two-storey building on the outskirts of Nottingham. The nursery is open each weekday from 8am to 6pm all year round. All children share access to an enclosed outdoor play area. The nursery is accessible to the ground floor.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 59 children may attend the nursery at any one time. There are currently 74 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are 16 members of staff, seven of whom hold an early years qualification to National Vocational Qualification (NVQ) Level 2, five at NVQ Level 3, one member of staff has completed a Certificate in Early Years Practice, one has completed the Foundation Degree and two are qualified teachers. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the setting. They make satisfactory progress in their learning and development as systems are reasonably well established. The majority of the required information is gathered from parents to promote children's welfare. Systems to evaluate practice and identify areas for improvement have been implemented but not fully developed. The setting has developed partnerships with both parents and carers and other settings that children attend to share information to promote consistency of care.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) 15/08/2011
- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 15/08/2011

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

- support and extend all children's development and learning by being an active listener and joining in and intervening when appropriate
- use assessment to plan the next steps in a child's developmental progress to ensure each child receives appropriate support
- increase further the opportunities for outdoor play so that it has a positive impact on children's well-being and helps all aspects of children's development
- develop evaluation systems and share knowledge, question practice and test new ideas to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted in the event of any concerns about child protection. The designated person has a suitable understanding of what to do. Other staff undertake training in child protection to update their knowledge. Risk assessments ensure that risks and hazards are minimised within the environment so that children can play safely. The setting has recently laid a safety surface on one of the outdoor areas and a fence to fully enclose another. This means that there is scope for children of different ages to engage in different activities at various times safely and without interruption. There are appropriate systems in place to establish the suitability of adults working at the setting. The majority of the required information is gathered from parents and carers. However, the setting has not sought information on who has parental responsibility and legal contact for every child. Also the setting does not seek written parental permission for each and every medicine before it is administered. As a result, children's welfare and good health are not fully promoted.

The manager has recently implemented a new system for evaluating and reflecting on practice. In addition to this she undertakes regular observations of staff practice and checking of children's development files to ensure that staff are consistent and the information is relevant. However, this system is not fully developed to ensure it evaluates all areas of practice. It looks mainly at practice and does not encompass documents and records. Furthermore, it is not rigorous in checking the quality of practice and focuses mainly on whether something is in place. Staff in certain areas have established clear targets for improvement that will benefit outcomes for children. Some changes have been implemented such as the provision of additional resources to support children's progress in the areas of learning.

Toys and resources are well presented in each of the rooms to promote children's independence and free choice. Younger children crawl or toddle over to play with or explore a toy. Children have access to a suitable range of toys and resources that support their understanding of the wider world. The use of space is well considered indoors to provide plenty of space within the main rooms and additional rooms for different activities such as a dining room and a craft/cookery room. The

setting has a spacious outdoor space, separated into different areas so that it can be used by all children at the same time. However, the use of the space has not been fully developed. Therefore, children do not always have frequent opportunities to go outside and staff do not always plan effectively to cover the different areas of learning.

Suitable consideration is given to the settling-in of children and this is agreed individually with parents and carers. Parents receive appropriate information about the nursery at the induction visit including the policies and procedures. The nursery holds charity and social events throughout the year to further develop the relationship with parents and carers. In addition, the nursery encourages parents and carers to be a representative for others and attend staff meetings. Parents and carers are invited to regular meetings where they can discuss their child's progress with their key worker. The setting invites parents and carers' contributions to their child's development file, but has not fully considered how to support parents in completing this information so that it is useful. Suitable links are made with local schools so that information is shared as children move from the nursery.

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

Children make satisfactory progress towards the early learning goals. They are comfortable and secure in the setting. They are given daily opportunities to mix with children of different ages, as they all use the dining room for lunch and tea times. This effectively supports children's transition into the next age group as they are already familiar with the children and staff. Children are encouraged to develop their self-care skills as they toilet independently. Staff are sometimes effective in their interaction in supporting children's learning and development. When they interact they discuss, ask questions and model. At other times, staff take on more of a supervisory role, which means that there are missed opportunities to support children's progress.

Children demonstrate an understanding of safety. They line up when they go outside and clearly understand the routine as they establish their place in the line by putting their hands on the shoulder of the child in front. They then walk outside with staff. Children in the pre-school walk carefully and slowly down the stairs, holding onto the hand rail and walking in single file. Staff usually support children's understanding by giving explanations about why things are not safe. They employ suitable methods to manage children's behaviour. As a result, children behave well and show respect for others and the toys and resources.

Children learn about planting and growing as they tend to the fruit and vegetables in the garden. This also helps their understanding of a healthy lifestyle as they talk about foods that are good for you. Children enjoy playing outdoors and attempt to move in different ways across the large play equipment, or pedal with their feet on the sit and ride toys.

Children develop their writing and small muscle skills as they use chalks outside on the board, writing and drawing. They join in with number songs, making good

attempts to do the right actions. Children enjoy listening to stories and younger children sit and look at a book turning the pages by themselves. They attempt to repeat simple words and sounds that staff make to develop their communication skills.

Planning is clear and identifies activities and play opportunities within the six areas of learning. Childrens development files are extremely well presented due to the consistent organisation of the information. However, the effectiveness of the system is hampered by staff understanding and implementation. Not all staff are clear on when children are expected to achieve certain stages of development, therefore, some files are not reflective of where children are at. Whilst staff identify childrens next steps, these are not focused on the priority gaps in childrens progress.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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