

Mother Goose Day Nursery

Inspection report for early years provision

Unique reference number

EY350601

Inspection date

05/09/2011

Inspector

Carys Millican

Setting address

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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. It opened under its present ownership in 2007. It is situated approximately one mile south west of Carlisle city centre. The nursery operates from five rooms over two floors in a detached house. A set of stairs is used to gain access to the baby room, sleep room and kitchen on the first floor. Children have access to a secure outdoor play area to the rear of the property.

A maximum of 45 children aged under eight years may attend the nursery at any one time, all of whom may be in the early years age group, including nine under two years. There are currently 69 children on the roll who are in the early years age group. Children come from the locality and outlying villages. The nursery provides targeted early years provision for children aged two, and free early years provision for three- and four-year-olds. They provide care each weekday from 8am to 6pm for 50 weeks of the year. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 15 members of child care staff, all of whom hold appropriate early years qualifications. The nursery is member of the National Day Nurseries Association and registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives support from the local authority and has established strong links with the local community, local schools and other childcare providers in the area.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an exceptionally well-organised nursery setting where parents and children are warmly welcomed by highly trained early years practitioners who do their utmost in providing an interesting and stimulating learning environment that ensures children safety, health, well-being and individual needs are exceptionally well met. In particular, the staff have successfully created a truly wonderful enabling environment outdoors in which children are expertly supported by staff, which contributes greatly to the excellent progress they make in their learning and development. Partnership working with parents and other professionals is exemplary. Organisation and management of this innovative and inspiring setting are expertly and professionally led with the full involvement and engagement of staff and users in the evaluation processes, ensuring the ongoing development and continuous improvement of this lovely setting.

What steps need to be taken to improve provision further?

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

- updating the complaints policy with Ofsted's new address.

The effectiveness of leadership and management of the early years provision

Children are protected and effectively safeguarded through the thorough practice maintained by the management and staff to ensure children's safety at all times. Robust safeguarding policies and procedures are implemented and staff demonstrate a highly comprehensive understanding and familiarity of the safeguarding procedures and indicators of abuse. Children are protected through the robust recruitment procedures completed that ensure that staff members are suitable and safe to work with children. A comprehensive set of regularly reviewed risk assessments are maintained and stringent safety checks are implemented, therefore children's safety is assured indoors, outside and on outings. Procedures are effectively implemented to ensure all visitors to the setting are recorded and they are supervised at all times. Children's safety is further assured through the use of suitable safety equipment throughout the setting. All records and documents are clearly and concisely maintained. However, the recent change in Ofsted's address has not been updated in the current complaints policy.

The staff effectively organise the playrooms throughout the nursery to enable children to make informed choices and decisions in their play. The space and provision provide an excellent variety of resources, and the range of activities meet children's individual interests. The refurbishment of the outdoor play area has significantly enhanced children's health and well-being, and has made a positive impact on all aspects of children's development. Older children can freely access this area in all weathers and younger children use the facility at specific times during the day. The staff are also an excellent resource as they deploy themselves effectively to ensure children are challenged and supported at all times as they play.

The nursery is an inclusive, welcoming environment where children's individual needs are exceptionally well met. Children with additional needs receive excellent support from a very dedicated staff team who work exceptionally well with other agencies and parents. Equality and diversity are celebrated. Children and parents who speak other languages as well as English are made extremely welcome. The staff create an language-rich environment with dual language labels displayed throughout the nursery. Some parents help to translate information so that important forms and documents are available in all languages. Children access a substantial selection of multicultural toys, books and displays throughout the nursery that represent the diversity of today's society. Projects and stories, along with introductions to celebrations of differing cultural events, provide children with opportunities to talk about and extend their knowledge of their own beliefs and cultures and those of other people.

The partnership and engagement with parents has a positive impact on children's development and learning. It is a major strength of this inclusive nursery setting. The welcoming atmosphere and approachable friendly disposition of staff help

create effective communication. This means that there is an effective two-way flow of information, knowledge and expertise between parents and staff members. Staff recognise parents as the children's first educators and contribute to this by offering advice and support on how parents can help with children's learning at home. Information is shared in 'all about me' sheets and continued through the use of daily diary books. Children's learning journey progress records are available for parents and they are shared with parents on a regular basis and at parents evening. A wealth of visual and written information is displayed throughout the nursery. Parents appreciate the welcoming atmosphere, the friendliness and the approachability of the staff. They value the relationship that builds up between them, the staff and the children. The baby massage sessions for children have had a positive impact on their behaviour, and so staff are working with parents to introduce this at home. Staff work closely with other professionals to ensure that children's individual learning needs and the interests of children are effectively met. Excellent transition processes are implemented in the nursery and with the local schools children will attend in the future.

The management and staff are a highly trained, dedicated and committed team of early years practitioners. They have made vast improvements to the nursery setting and have a clear vision for future development. Systems are in place to ensure parents, carers and staff are fully involved in the self-evaluation process. Staff meet regularly to review their everyday working practices, and parents are regularly consulted through verbal discussion, evaluations and questionnaires. The setting works closely with the local authority and any suggestions or previous recommendations made have been comprehensively implemented. The management is confident about the strengths of the setting and acknowledges any areas for improvement in detailed action plans.

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

Children are exceptionally well supported by highly skilled, qualified practitioners, who have a superb understanding of the complex relationship between child development and how children learn. The effective support children receive contributes to the excellent outcomes and progress children make towards the early learning goals. The staff know the children well and can explain at what stage of development they are at and what they are helping them to achieve next. The planning objectives completed in each room fully support children's future learning. Initial information regarding care and welfare needs, preferences and interests is obtained from parents. This enables staff to complete observations and assessment of children's development and learning so the subsequent priorities are identified. Staff competently evaluate the activities to ensure they offer the children sufficient support and challenge for them to progress. Staff are very skilful in scaffolding children's learning, enabling them to think critically and extend their talents.

Children are very well behaved. They develop excellent relationships with the staff, who use encouraging, friendly and lively approaches to support children and increase their motivation. Children are provided with opportunities to use a range

of tools, such as mark making media, dig with spades and explore and investigate in the natural environment. They experience real-life situations and undertake practical experiments. For example, they plant vegetables in the garden area, look after them and then prepare them for eating. Children's interest in change is supported in life cycle events, such as watching the garden caterpillars change into butterflies and watching chicks hatch from eggs. Children enjoy listening to stories and join in familiar songs. They learn to listen to others and take turns. Staff support children's communication, language and literacy in all activities and constantly interact with children as they play. Staff have carefully planned the outdoor area to incorporate the areas of learning, for example, sensory areas, natural habitat, threading fences, different textures in paving and mathematical experiences through counting and measure. Children build with large construction materials, and mark making opportunities are created using large chalks and clipboards. Children feel valued and show a sense of achievement as the staff constantly praise them during activities.

Children's healthy lifestyles are excellently promoted. They access the outdoor play area in all weathers and enjoy physical activities, such as clambering through tunnels and climbing the steps of the slide. Children are provided with ride-on toys and build with large construction bricks. Learning experiences are created all around them. They wear waterproof boots and splash in the footprint puddles in the concrete. They compare the size of their feet and those embedded in the concrete. Children dig in the soil and compare the size of the spades they use. Sensory experiences with herbs and growing foodstuffs are highly beneficial to children. They not only learn how to look after living things, but undertake cooking experiences with their home-grown produce. Children adopt excellent hygiene practices. Staff are always on hand to support children during these practical routines and encourage them to help keep the environment tidy. Children learn about sustainability and the importance of recycling waste paper and other products. Children enjoy the social occasion created at snack and meal times where their independence and self-help skills are fully encouraged while they eat a healthy snack and packed lunch.

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

The quality of the provision in the Early Years Foundation Stage	1
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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