

Mother Goose Corner Nursery

Inspection report for early years provision

Unique reference number

EY426104

Inspection date

29/11/2011

Inspector

Deborah Hunt

Setting address

Spring House, Ambury Road, HUNTINGDON,
Cambridgeshire, PE29 7FH

Telephone number

01480451874

Email

Type of setting

Childcare - Non-Domestic

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

Mother Goose Corner Nursery was registered in 2011 and is privately run. It operates from a converted building in Huntingdon, Cambridgeshire. The premises consist of an entrance hall, baby suite, toddler suite and pre-school suite, with an additional bathroom and nursery kitchen. The upstairs of the premises is used by adults only with a staff room, management office and staff bathroom. There are three separate, fully enclosed play areas for children's outdoor play. The provision serves families in the local area from Huntingdon and the surrounding villages.

The setting is open each week day between 7.30am and 6.30pm all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. A maximum of 78 children under the age of eight years may attend at any one time, of whom, no more than 20 may be under the age of two years. Currently, there are 71 children on roll, all of whom, are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Before, after school and holiday care is offered, subject to availability. The setting is in receipt of funding for nursery education places. They support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 16 members of staff who work with the children. Of these, 11 hold appropriate early years qualifications. Four members of staff are working towards a recognised qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and happy at this welcoming and well-planned nursery, where they make good progress within the Early Years Foundation Stage. Effective partnerships, plentiful high quality resources and good use of the environment, ensure inclusive practice is given good priority. Children's learning and development is well planned for and is shared with parents and carers. Safeguarding is well-considered and children are supported to ensure their safety and well-being. Management have a clear vision for the future of the nursery and continual improvement is a key element of planning and evaluation. Aspirations are focused, realistic and are underpinned by a firm commitment to provide high quality childcare for all children.

What steps need to be taken to improve provision further?

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

- improve planning to ensure that ongoing assessment is an integral part of the learning and development process for every child, with particular regard to children who move away and return

- enhance the environment so that children and families recognise they are valued with regard to signage, symbols, pictures and posters that reflect a child's home language and when labelling children's work
- utilise missed opportunities for children to develop spoken language through sustained conversations between children and adults, both one-to-one and in small groups, with particular regard to focused activities and lunchtime routines.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the nursery because practitioners clearly understand the policies and procedures in place internally. They are aware of the Local Safeguarding Children Board contact details and know what to do if they have any concerns about a child in their care. The nursery ensures they keep child protection training up-to-date, therefore, practitioners recognise the signs and symptoms of abuse and are able to maintain children's welfare and well-being. Careful recruitment, close attention paid to staff qualifications and an effective induction process, means children are cared for by suitable and qualified practitioners. Criminal Records Bureau checks are carried out and practitioners are never left alone with a child, which further ensures their welfare. Risk assessments are thorough and support the efficient management and operation of the setting. Children also help complete daily risk assessments to encourage their awareness of safety issues and their self-esteem and confidence. Staff deployment is flexible and effective, ensuring that children are well-cared for at all times.

Knowledge of the Early Years Foundation Stage is well-embedded in the nursery and practitioners use this effectively to support children in their learning. The effective design and layout of the environment provides children with ample space within which to play and move around freely. Resources are of high quality and are stored at child accessible height and furniture is child sized and supports children to explore and investigate with ease. Continuing professional development is an important consideration for management, practitioners access regular training opportunities which improve and support their practice with children. Managers work effectively with practitioners which results in a team ethos and a joint vision for the nursery's future and a whole team commitment to offer high quality care for children. Regular quality checks and self-evaluation lead to clear identification of targets for further improvement. Key working is in place throughout the nursery and normally each child has a 'Learning Journey' to which key workers add observations. An 'all about me' form is completed by parents as children start attending the nursery, which informs children's individual starting points. Observations are carried out twice weekly by practitioners on their group of children and are added to their 'Learning Journeys'. These also contribute to planning, together with a discussion about what children are interested in. One long observation is carried out each term and a report is provided for parents termly. Planning is carried out by each room leader on a weekly basis with their individual teams and is overseen by the lead practitioner for early years. Activities are differentiated to cater for children of differing ages and abilities and as a result, children make effective progress in their learning and development. Inclusion is an

important focus throughout the nursery. The needs of children who speak English as an additional language or who have special educational needs and/or disabilities, are generally well-considered in planning. Practitioners work closely with professionals across agencies when there is the need to support the meeting of children's individual needs. Practitioners have lists of key words in other languages children speak around the nursery. However, signage around the nursery does not support children to feel welcome and accepted when English is not their first language.

Parents are considered very important as children's first educators and the nursery work closely with them to ensure that children develop to the best of their ability. They are offered a warm welcome as they enter the nursery to bring or collect their children and practitioners and those in charge, enjoy informal chats with them to share what their child has been doing that day. Babies have a book that is shared between home and the nursery detailing their day and what they have been doing. A neon chalk board in the garden room entrance area, provides parents with a range of information which is updated daily. The nursery provides individualised support to parents, effectively developing close and effective relationships with them. They are invited to share in their children's learning and to look at their children's 'Learning Journeys'. In this way, parental wishes and children's specific needs are met.

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

Children's achievement levels are good as practitioners deliver the Early Years Foundation Stage effectively to help them make progress in their learning and development. Interaction with children is frequent and supports them to think, extend their play through use of imagination and consider others as they navigate the available space. The planning methodology supports practitioners to deliver activities that are appropriate to the individual children in each room. This enables children to make progress through activities that are suited to their particular interests and stage of development. For example, toddlers are learning Christmas songs to sing when they visit the local people's home at Christmas. Pre-school children enjoy role play as princesses and monsters to follow the particular interest they have shown in this and babies enjoy heuristic play with a wide selection of metal objects. 'Learning Journeys' for each child introduce the child's key worker, reflect the progress they have made and are available each day for parents to look at. They include photographs, samples of work and ongoing observations and are updated weekly by the child's key worker. The member of staff with responsibility for early years also checks them regularly and provides support to staff to ensure that each child's record is of a high standard. The nursery has a warm, welcoming and friendly atmosphere. The layout and quality of the environment further contributes to children's enjoyment of and ability to move around the setting. Each suite of rooms has its own outdoor play area and children are offered frequent opportunities to take their play into the outdoor environment. A nature garden is planned to increase children's understanding of the natural world and help them learn about the food we eat, experience the opportunity to grow vegetables and recycle. In the nursery, children use different bins for waste that can and cannot

be recycled encouraging them to understand how to live a sustainable lifestyle. They learn the value of healthy eating as they discuss what they have for dinner and how brightly coloured vegetables are good for us. Cookery club further supports children's understanding of what constitutes a healthy diet and they develop their independence as they try out recipes. They enjoy making savoury and sweet muffins and macaroni cheese and eat them for their tea, experiencing a sense of pride and achievement and learning the value of mealtimes as a social occasion. Staff encourage children to do as much as they can themselves and the time and day of the club is varied so that as many children as possible can join in. Children enjoy trips to the local supermarket where they choose food items and discuss with staff why we eat more foods that are good for us and less that are not. Healthy habits are developed as children wash their hands before lunch and after using the bathroom and high standards are evident for babies nappy changes.

Inclusive practice is given good consideration at this setting, as there are a number of children who come from different backgrounds. Practitioners have taken steps to ensure they have lists of key words in each of the languages spoken by children to support them as they learn to speak in both languages. However, there are no symbols, pictures or signage around the setting to encourage children to feel that they are in familiar surroundings and some children's work is not labelled. Children discover more about their local community on trips to the local children's centre and park. They are beginning to understand about different traditions and customs as they celebrate festivals from around the world and read books, such as, 'Ten Little Fingers'. Practitioners use number frequently during routine activities and children count spontaneously in their play, developing their mathematical language and ability. Children are confident and curious learners who enjoy building towers with wooden bricks, dressing up as ferocious lions and princesses and dancing to familiar rhymes and music. Children learn to link letters with sounds as they snuggle up with a practitioner and listen to a story on the carpet or in the book corner. They benefit from daily opportunities for frequent exercise as the outdoor areas are well used and are a stimulating resource for children. Children are notably secure in this warm, welcoming and stimulating environment, displaying high levels of confidence and relating well to both adults and their peers. They receive lots of praise and encouragement generally, although, there are missed opportunities in some areas of the nursery. Children's behaviour is good and they respond well as staff encourage them to think about others and they share the resources and the available space well. Staff speak to children appropriately with respect and courtesy, which encourages children to do the same as they interact with their peers. Children respect the nursery rules and know not to run indoors because it is not safe to do so. Fire drills are carried out regularly to further support children's understanding of safety. A practitioner walks around wearing a t-shirt with a picture of a fire on it and staff and children have to see how long it takes them to spot 'the fire' and then evacuate the building. This helps children learn about what to do in the event of a fire in a non-threatening and enjoyable way.

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
--	-----