

# The Mount Nursery

Inspection report for early years provision

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**Unique reference number**

224208

**Inspection date**

20/03/2012

**Inspector**

Lesley Bott

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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

The Mount Nursery was registered in 1995. It operates from within the grounds of Broseley C of E Primary School in Broseley, Shropshire. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8.00am until 6.00pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 38 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 88 on roll and 68 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eleven years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of child care staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. The nursery promotes an inclusive, healthy and generally safe environment where the individual needs and interests of the children are met. This ensures that the uniqueness of each child is fully recognised. Children benefit from the effective partnership with parents and other providers of the Early Years Foundation Stage. Managers and staff reflect on their practice and are committed to continuous improvement.

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

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

- obtain information from parents for all children on roll regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 04/04/2012

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

- review medication records to ensure they maintain privacy and

confidentiality.

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

Children's welfare is safeguarded due to the effective procedures for identifying any child at risk of harm and liaising with the appropriate child agencies. Staff know and understand Local Safeguarding Children Board procedures and who is responsible for child protection within the nursery. Parents are well informed of the policies and procedures. Children are cared for in a secure environment although amendments to paperwork has resulted in not all children's information on who has legal contact, and who has parental responsibility being noted. The risk to children, however, is minimal in this case. Risk assessments are in place and reviewed annually covering all hazards children may come into contact with. Although medication records are in place, multiple entries recorded on one page does not ensure children's confidentiality and privacy is maintained at all times.

There is a strong and effective relationship with parents and a good two-way flow of information, knowledge and expertise. Staff ensure that the needs of all children are met and parents are well-informed. Children's achievements are confirmed through daily diaries and verbal discussions. Parents are able to contribute to their child's development and learning through information on the termly newsletter which informs them of the intended aim for that term. Children benefit because the nursery has a good understanding of liaising with external agencies or services to ensure progression and continuity of learning and care. Communication takes place between the local schools to enhance children's transition into reception class. Effective procedures are in place to ensure that children who have special educational needs and/or disability and English as an additional language are met. All staff have a thorough understanding of the importance of working closely with other professionals to ensure children's needs are met.

Children's learning is well supported as staff know and fully understand their interests and individual needs. The nursery provides a welcoming environment by displaying children's photographs and examples of their work. The accommodation and plentiful play equipment is well organised to allow the children a positive choice of resources. All staff are committed to improve the nursery's capacity to improve. For example, recommendations raised at the last inspection have been addressed to help improve outcomes for children. The environment has been changed to ensure children are able to access all equipment, to maintain motivation and interest during the session.

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

Children benefit from a safe and secure environment and build warm and trusting relationships. They separate easily from their parents and engage in play as soon as they arrive. Babies are happy to leave the staff members side and explore in a safe environment. All children display high levels of confidence and self-esteem as

they engage in a wide range of play opportunities. Older children choose between indoor or outdoor play and work independently around their own interests. Staff encourage children to take turns and share equipment. They effectively use positive methods to manage children's behaviour and provide them with excellent role models to follow. They are calm and consistent and children's good behaviour, efforts and achievements are promptly acknowledged and rewarded. Younger children all enjoyed receiving a sticker which positively promotes their self-esteem.

Children have good opportunities to develop their vocabulary. For example, they listen well to stories in a group and take turns in making rhyming soup. They enjoy accessing the musical instruments and sing along to music and their favourite nursery rhymes. Staff make good use of routines and activities to develop children's understanding of numbers and understanding of the world. They count the children at snack time, understanding how many cups and plates are required whilst also looking at the colours of the cups. They talk about the milk and staff ask the children questions such as where milk comes from, what cows look like, and other animals they might find on a farm. Children are able to express themselves through a wide range of media. For example, they make patterns with the paint using a wide range of rollers and tools.

Children are well cared for in an environment which is accessible and inclusive for all. Activities offered are both adult-led and child-initiated through the routine of the day. Staff organise both the indoor and outdoor environment to include all six areas of learning to ensure children's development flows. Observations on children are carried out by their key person on a regular basis. This information is then used for future planning and next steps to ensure that each child is appropriately supported and challenged in their learning. Assessments clearly identify children's good progress in all areas of learning and this is identified in their early years tracker.

Good hygiene practices across the provision help to minimise the risk of spreading infection. Children learn the importance of good personal hygiene habits through everyday routines as they wash their hands before meal times. They benefit from healthy and nutritious snacks provided by the nursery. For example, fresh fruit and various vegetables which the children grow in the garden. A water cooler and cups situated within the rooms ensures that children remain hydrated at all times during the session. Children are gaining the skills they will need in future life in meaningful and effective ways. For example, children are encouraged to recycle as they dispose of their empty yoghurt pots and cardboard.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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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