

Mill Meadows Nursery and After School Club

Inspection report for early years provision

| | |
|--------------------------------|----------------|
| Unique reference number | EY438023 |
| Inspection date | 01/05/2012 |
| Inspector | Anne Faithfull |

| | |
|------------------------|--|
| Setting address | The Pavillion, Meadows Road, Henley-on-Thames, RG9 1BF |
|------------------------|--|

| | |
|-------------------------|--------------------------|
| Telephone number | 07887776166 |
| Email | andsophie@hotmail.co.uk |
| 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 2012

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

Mill Meadows Nursery and After School Club is privately owned and operates from Mill Meadows, Henley on Thames, Oxfordshire. The nursery, after school and holiday club registered in 2011 and they are situated on the first floor of the building with lift access if required. Children have access to two secure balconies as well as the public park the pavilion is situated in for outdoor play.

The nursery, after school and holiday club are registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. The nursery, after school and holiday club are registered for a maximum of 49 children from one year to under eight-years-old who may attend at any one time. Of these, only nine may be under two years at any one time. Children up to the age of 11 years may also attend the after school and holiday club. The nursery is open from 8.30am to 3pm, Monday to Friday, term time only. The after school club opens 3pm to 6pm Monday to Friday, term time only. The holiday club days and opening times vary. The nursery, afterschool and holiday club are able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery, afterschool and holiday club employs three members of staff and all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the setting. They are confident, happy and secure. The dedicated staff recognise the uniqueness of each child and provide an inclusive environment where each child is respected, valued and included. Children make good progress in their learning and development. They can access a range of activities, outings and experiences which enable them to develop and learn as they play. Good relationships are established with parents and they are involved in most aspects of their child's early development. The manager has introduced effective systems to evaluate and monitor the ongoing effectiveness of the nursery provision and promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the observation and assessment systems in place by inviting parents to include their views and comments in their child's learning journey file

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by the staff. They have a good understanding of the procedures to follow, have attended training and are able to implement the policy and procedures effectively. All staff are aware of their individual roles and responsibilities to ensure all children remain safe and secure in their care. The comprehensive range of written risk assessments and the completion of daily safety checks each day before children arrive ensure children are kept safe both inside, outside and when on outings. The robust recruitment, checking and induction procedures ensure all staff working with the children are suitable to do so.

All staff have a good relationship with the new manager who is very supportive and welcomes their ideas and comments. They work together as a team to ensure all children thoroughly enjoy themselves and receive high levels of individual care and attention. The manager and staff team have made a good start in evaluating the strengths and weaknesses of the nursery. This has helped to identify areas for further development such as, creating a sensory room and providing a more varied range of activities for the after school children. Parents have opportunities to contribute their views during the daily exchange of information with staff, which promotes their children's well-being and progress. Children are also involved in decision-making, for example, as they make independent choices in their play. The staff are all enthusiastic and share the same vision as the manager to ensure the continuous development of the nursery, after school and holiday club.

The nursery is well resourced with high quality toys and equipment. All resources are labelled and stored attractively to enable and encourage all children to make independent choices. Staff promote equality and diversity well within the nursery. This enables children to readily acknowledge their own unique qualities and the differences and needs of others. Resources to promote diversity are accessible to the children for example, books and dressing up clothes that reflect different cultures. All staff respect and value each child's uniqueness and ensure each child has the opportunity to participate in the activities and experiences provided. Effective systems are in place to support children who speak English as an additional language or children with special educational needs and/or disabilities.

Staff develop positive partnerships with parents overall. The notice board in the pavilion entrance informs parents of any events taking place and a range of information about the nursery. Parents make positive comments about the nursery. These include how happy their children are at the nursery, the approachable staff and the progress their child has made since starting. The daily verbal feedback given to parents informs them of how their child has spent their time and gives parents the opportunity to share any information or concerns. Parents are not fully involved in contributing to the observational assessment process, although they are involved in most aspects of their children's learning. Effective partnerships with other settings and professionals are in place to ensure the continuity of care and learning for each child.

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

Children readily leave their parents and greet staff and each other enthusiastically as soon as they enter the nursery. They are confident and active learners. Staff use their knowledge and experience of how children learn through play to provide a good balance of adult and child initiated activities and experiences. All children make good progress in their learning and development as staff ensure all of the activities and experiences cater for each child's individual stage of development and needs. Each child has their own learning journey file which includes the observations made by staff, photographs and items of children's work. Staff record the areas of learning covered and effectively identify and record the child's next steps.

Children's early communication skills are developing well as staff ask open ended questions while they play and involve them in conversations at snack and lunch time. Everyday events are used well to encourage children to independently count such as, counting the number of dinosaurs they are playing with and the number of steps they take coming up the stairs. Children thoroughly enjoy participating in cooking sessions where they weigh, mix and mash the ingredients for the chocolate and banana cake they are making. They readily share the cake with visitors and tell them how they made the cake. Staff automatically sit with the children and support them in their play, for example, helping the children to find the correct pieces of floor puzzle. Children are encouraged to develop their senses in a variety of ways such as, touching and smelling the onion before it is cut up for lunch. Children participate in a wide range of creative activities such as, making planets out of a range of different media and textures for the wall display.

Children are beginning to be aware of nature as they go for walks along the river, look at the different birds on the riverbank and talk about the weather. Children are developing skills for the future. They can access a range of electronic toys, use re-cycled items in their junk modelling sessions and the balconies are used well to enable the children to plant and grow vegetables. Children have many opportunities to be aware of different cultures as they celebrate a range of festivals and regularly walk into the local area to visit the markets that come from different countries. Children who already speak French immediately talk to the stall holders at the French market and other children are encouraged to say a few words in French to them.

Children demonstrate a strong sense of belonging. They are well behaved, confident and readily include each other in their play. All children have developed trusting relationships with the staff and young children readily snuggle up to staff as they read them a story before their sleep time. Children comment to the inspector how much they enjoy the painting and singing sessions. Staff are good role models who continually offer praise and encouragement for children's

achievements no matter how large or small.

The nursery promotes healthy eating well. Mealtimes are sociable occasions as staff sit and talk to the children about their day and any events in their own lives. Younger children are able to eat at their own pace as staff sensitively and patiently encourage them to try and taste new foods. Children are aware of the hygiene routines in place and readily tell visitors why they have to wash their hands before eating. Children are beginning to be aware of their own safety as they regularly participate in the fire drill and staff remind them of road safety procedures when they are out. Children's physical skills are developing well as they participate in a range of activities and experiences both indoors and outside such as riding bikes, using balancing boards and going to walks along the river. Children who attend after school are able to chill out after a busy day at school and staff offer support with their homework if required.

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 |
|--|-----|