

Major Minors

Inspection report for early years provision

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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*.

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Description of the setting

Major Minors registered in 2012. It is a full day care setting situated in the village of Lightwater, in Surrey. The nursery is one of several nurseries run by Major Minors Ltd and is situated in a residential area serving the local community. It operates from four rooms within the building and has the use of a fully enclosed private garden. The nursery provides soccer skills sessions and French lessons, which are facilitated by outside agencies.

The nursery is registered on the Early Years Register for a total of 50 children; all of whom may be in the early years age range, with not more than 24 under the age of two years. There are currently 59 children on roll. Children aged three and four years are funded for free early education. Children attend for a variety of sessions. The nursery has systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery opens from 7.30am until 6pm, Monday to Friday, for 52 weeks of the year. There are 15 staff employed; all of whom hold a relevant childcare qualification. The nursery has support from external early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the nursery; they are developing personal confidence and self-assurance in this supportive and welcoming environment. Staff plan activities that are fun and interesting, although the use of observations and assessments to identify learning priorities is not always fully consistent. The nursery has started to develop partnerships with outside agencies, although information sharing with other providers of the Early Years Foundation Stage is not fully in place to complement children's care, learning and play. The management is committed to improve any areas for development through effective self-evaluation and is continuously driving improvement for the benefit of the children. As a result, all children are making good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- strengthen systems of observation and assessment to fully monitor children's individual progress and clearly identify learning priorities to match the expectations of the early learning goals
- develop continuity and coherence by sharing relevant information with other providers, where children attend more than one early years setting.

The effectiveness of leadership and management of the early years provision

The nursery has developed good procedures for safeguarding children's welfare. Procedures are routinely shared with parents to ensure they have a very clear understanding of the nursery's priorities for safeguarding children. The staff are familiar with the procedures to follow should they have concerns regarding the children's welfare. Children know what to do in an emergency because staff and children practise regular fire drills to ensure the building can be evacuated with ease. Effective risk assessments ensure the premises are safe and secure for the children. Records of accidents and incidents enable staff to monitor children's welfare over an extended period.

The staff team work in a flexible manner to ensure that each child receives effective and caring support throughout the day. Staff ratios are maintained and individuals constantly adjust their practice to meet the needs of children. Communication between the staff is ongoing and everyone shows genuine interest in working as part of a team for the benefit of the children. Good recruitment and vetting procedures are in place to ensure all adults working with the children are suitable to do so.

The owner and management share a clear vision for the nursery's future. They are forward thinking and always put the needs and interests of the children and their families at the heart of planned developments. For example, since taking over the existing nursery, they have refurbished rooms and purchased more equipment and resources to benefit the children. The environment is light, bright and well organised. Children's artwork and creations are on display, which develops their sense of belonging and achievement. The nursery works closely with the local partnership to review progress, focusing on different areas, to ensure practice is continually under review and developed. Staff development is a key focus of the nursery. Individuals are encouraged to undertake further training and have the responsibility of sharing their newly gained knowledge and information at the team meetings to support consistency across the nursery.

Children are beginning to learn about equality and diversity through a range of planned topics and themes. These cover food-tasting and learning about different cultural festivals. Children have access to a range of multi-cultural resources and there are positive images of ethnicity on display around the setting. Babies smile while looking at familiar faces of their families on laminated cards. Children participate in Easter bonnet parades, egg hunts and make flags, bunting and crowns for the Diamond Jubilee celebrations. This gives the children frequent opportunities to learn about the wider world we live in. Procedures are in place to support children with individual needs. Staff vary the activities to ensure all children are involved and gain the most from what is on offer.

Children benefit from the good relationships between the staff and their parents. Information is shared openly and parents are encouraged to be involved in their children's learning. They have access to their children's learning journeys at any

time. Regular information and a noticeboard in the reception area keep the parents fully informed about changes and developments. Regular meetings are used to seek the views of parents and the information on children's starting points helps to build effective partnerships. Although the system to share information with other providers of the Early Years Foundation Stage is in its infancy, it does not currently fully enable the children's care, play and learning in one setting to complement another. Children benefit from the good relationships between the staff and their parents. Information is shared openly and parents are encouraged to be involved in their children's learning.

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

Children throughout the refurbished nursery are happy and settled. They demonstrate this as they become involved in potato printing and free painting, using jubilee colour paints. Staff participate enthusiastically in their play, allowing young children to be individually creative, using their hands and fingers in the paint. Children's language and vocabulary is promoted through staff's good levels of interaction. Children enthuse while using a computer programme. Older children play an imaginary role-play game, demonstrating high levels of confidence. They speak excitedly about their roles and what is happening, which they enjoy immensely.

The babies enjoy a warm and caring environment in a newly refurbished room. Staff interact well, using gestures such as clapping, positive facial expressions and smiles to promote early communication. Babies turn to their key person for cuddles and reassurance, demonstrating they are developing strong relationships. There are good opportunities for babies to cruise around the furniture and move about freely. They play with jelly and gloop and giggle happily as they learn how to press buttons to make sounds on an electronic toy. Babies and young toddlers explore items in a sensory basket with curiosity. Children sleep in cots with clean bedding. Children's artwork is on display in their room, giving them a sense of belonging.

Overall, staff observe, assess and plan for individual children's learning. Although children's learning journey books are illustrated with photos, children's artwork and next steps to work towards, there are currently inconsistencies in monitoring and assessing children's progress as there is an overlap from previously used documentation. Staff throughout the nursery have good knowledge and understanding of the Early Years Foundation Stage and provide a broad range of activities to successfully support children's development. Children learn about the wider world through learning about cultural festivals, such as Chinese New Year, and access a good selection of toys and resources that promote equality. Children use their emerging number skills in everyday activities. For example, when they use hollow building blocks to construct a building, children talk about the position of the blocks and where to move them next. Children are beginning to learn how to keep themselves safe through discussion and daily routines. For example, children are gently reminded to sit down properly on chairs in case they fall.

Children behave very well. Consistent and positive strategies to manage children's behaviour are used by all staff who promote a culture of mutual respect throughout the nursery. Staff respond to children positively, using praise and encouragement. From a very early age, children learn to help and support one another and have developed good relationships with staff and their peers.

Children's self-care skills are developing well, which they demonstrate by washing their hands independently at appropriate times. Staff implement good hygiene procedures when changing nappies to help prevent the possible spread of infection. Children are beginning to learn about the importance of healthy eating through the provision of nutritious snacks and meals prepared on site by a cook. Older children are encouraged to pour out their own drinks and portion out the food themselves. Photographs show children making cakes. Children's individual dietary needs are met as staff cater for any special diets. Labelled water bottles are available throughout the day for all children to prevent them from feeling thirsty. Staff talk to children about the types of food that are good for them. They are beginning to learn about exercise, through participating in soccer skill sessions, riding trikes, playing musical instruments and moving to action songs. They also learn how their body feels and how it is beneficial to be healthy. Children have the opportunity to learn about caring for poultry. The planting of seeds helps the children understand about caring and growing flowers.

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	3
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

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

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