

Mother Goose Nursery

Inspection report for early years provision

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Inspector

Sarah Morfett

Setting address

34 Waveney Avenue, LONDON, SE15 3UE

Telephone number

02072775951

Email

waveney.manager@mothergoosenurseries.co.uk

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

Mother Goose Nursery opened in 1989 and re-registered in 2012 due to a change of ownership. The nursery operates from a converted house in a residential area of Nunhead in the London Borough of Southwark. Children have access to three rooms, a conservatory and a secure enclosed outside play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged under eight years may attend the nursery at any one time, six of whom may be under two years. The nursery operates from 8am to 6pm, Monday to Friday, for 50 weeks a year. Children aged three and four years are in receipt of nursery education funding. Children attend for a variety of sessions. Currently there are 36 children in the early years age group on roll. The nursery welcomes children who have special educational needs and/or disabilities. It currently supports a few children who speak English as an additional language. Pets at the nursery currently include one tank of stick insects and some fish.

A team of six staff, including the manager, work with the children. Six of them hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled and thoroughly enjoy their time at the nursery. They thrive because staff have an excellent understanding of their home backgrounds and cater for their individual needs extremely well. Children make rapid progress in an environment that, overall, is conducive to their learning and development. Outstanding working relationships with parents means there is exceptional continuity of care. Highly effective self-evaluation and constant reflection on the service shows a significant capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extending opportunities for children to recognise print in other languages by displaying lists of words from their home languages.

The effectiveness of leadership and management of the early years provision

All staff are exceptionally well-trained in the Local Safeguarding Children Board procedures so that they are up-to-date with all current legislation. A comprehensive child protection policy reinforces this excellent knowledge and supports staff to keep children safe from risk of harm and neglect. All staff are vetted to make sure they are suitable to work with children. Highly effective risk assessments of all aspects of the service show that children's safety is clearly a priority. Regular staff appraisals identify priorities for their personal development and means that they are all very well-qualified and motivated to provide an outstanding level of care for children. Children play and learn in a highly stimulating environment. They use an extensive range of stimulating resources both inside and out. Staff set up play areas exceptionally well, which enables children to make independent choices. The highly effective deployment of staff gives children maximum support as they learn through an exceptional balance of adult-directed and free play.

The nursery values diversity extremely well by recognising and celebrating the festivals special to the children attending. Parents come into the nursery to share their knowledge and experience of the festivals, which helps children to learn about wider society and shows how much the nursery values the cultures of the families. Staff actively promote equality and diversity in all areas of practice. All children, regardless of gender, play an equal part in the varied and thoroughly enjoyable activities. The nursery produce all their written information in other languages when required to help ensure that all parents are fully informed. Equality and diversity threads through all aspects of the children's day, therefore, they learn to respect each other's similarities and differences extremely well.

The leadership and management of the nursery are extremely successful. The manager involves parents, children and staff fully in the highly effective self-evaluation process. For example, by providing questionnaires for parents and having regular discussions with children. Staff constantly reflect on their practice and identify the priorities for their personal development. The manager analyses all of this information highly effectively to develop an action plan. As a result, the nursery is moving forward at a considerable pace demonstrating an excellent capacity to maintain continuous improvement. The nursery forges highly productive links with a wide range of other providers, outside agencies and services. For example, staff work with the early years intervention team and the safeguarding team, which helps to secure early intervention for those children who require it. Therefore, children are supported extremely well to reach their full potential and make a smooth transition into school.

The nursery engages with parents exceptionally well. For instance, there are regular social events, which help to embed the extremely effective two-way communication systems. There are highly inclusive systems for feedback, such as six weekly meetings where staff go through the children's development records and share the Early Years Foundation Stage practice guidance with parents. Parents work with staff to agree the next steps in children's learning. As a result,

parents are fully involved in their children's learning and development.

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

Children benefit from a wide range of highly stimulating activities based on their individual needs. These challenge their learning and development exceptionally well. Staff use their significant knowledge of each child's individual learning and development needs to interact and support them while they play. For example, they use a comprehensive system when children first start to record what they can already do. They follow this up with meaningful observations and assessments to aid the planning for each individual child's progress. As a result children make outstanding progress in relation to their capabilities and develop excellent skills for the future.

Staff are enthusiastic and motivated in their desire to promote children's learning and development. They employ highly effective teaching methods. For example, all staff use open-ended questions, which challenge children's thinking. All around there are reminders of effective questions so staff can extend learning opportunities in all activities. They also know when to step back so children can develop their independent play. For example, children playing with road working equipment are encouraged to think about what they see on their journey to nursery. Then the staff step back whilst they recreate the road works, pretending to use pneumatic drills, turn the cement mixer and mend the road. All children have access to an excellent outside play area, with exceptionally good resources that cover all the areas of learning.

Children relish taking part in purposeful activity that continually promotes their learning and development. For example, they explore with the sand and water, filling containers of different sizes, tipping and pouring these from one to another and developing their knowledge of mathematical concepts. They develop excellent physical skills as they climb, move wheeled toys and play bat and ball with the staff. They explore how their bodies work by taking part in 'exercise sessions' where they follow instructions to stand on one leg, change to the other and learn to maintain their balance.

All children show an extremely strong sense of security and belonging within the nursery. It is evident that all children have very warm and close relationships with staff. They are very keen to show them what they have done and seek them out to play with or for comfort. Staff talk to them about their family and familiar events, helping them to feel fully valued. Children take part in many activities within the local community, such as delivering food to local elderly care homes at harvest festival time. This helps them to learn about wider society. They learn about how people help us when the local police visit and develop a strong understanding of good hygiene routines as they have visits from the local dental hygienist. This means that children have an extremely secure understanding of the world around them. There are displays of an immense amount of photographs of children taking part in activities and examples of their work. These help children to feel a very

strong sense of pride and belonging. The environment is generally rich in signs, symbols and words. However, there are few words displayed in other languages, especially those of the children and staff in the nursery. This means that children miss some opportunities to see print in other languages.

Highly effective hygiene practices across the nursery help to minimise the risk of spreading infection. Children learn the importance of excellent personal hygiene habits, such as washing their hands after being in the garden and before they eat and cleaning their teeth after lunch. Children adopt healthy lifestyles readily through the provision of an excellent range of healthy, home cooked meals and snacks. The older children take responsibility for serving themselves. They make choices about what they eat as staff support them to understand good portion control. Children quickly learn to behave in ways that are safe for themselves and others. For example, they explain how to use the climbing frame safely and offer advice to others who attempt to go up the wrong way. Children behave extremely well because they are fully engaged in activities that engross them. Staff praise children constantly and offer encouragement where they see they are trying hard. This means that children become confident learners with excellent self-esteem.

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