

Magna Minors Day Nursery

Inspection report for early years provision

Unique reference number

EY441324

Inspection date

07/08/2012

Inspector

Debbie Starr

Setting address

Chew Medical Practice, Chew lane, Chew Stoke, Bristol,
BS40 8UE

Telephone number

01275333900

Email

magnaminors@aol.com

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Magna Minors Day Nursery registered in 2012. The nursery is located within a designated room at the rear of a recently built medical centre in Chew Stoke, Bath and North East Somerset. Children have access to an enclosed outside play area. The privately owned nursery has a sister pre-school based within the Chew Valley Children's Centre. The nursery opens Monday to Friday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register for a maximum of 40 children. The nursery provides care for children aged from three months up to three years. There are currently 46 children on roll who attend. The nursery offers support to children who have special educational needs and/or disabilities. The nursery employs 11 staff; of these, 10 hold appropriate early years qualifications and one member of staff is working towards a level 3 qualification. The manager holds a level 4 in childcare and level 5 in management. The registered owners both hold a degree in early years and education and one has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff effectively identify, plan for and meets the individual needs of the children in their care, enabling them to promote their welfare and development well. Children make good progress towards the early learning goals overall. Good partnerships with parents, external agencies and other early years providers ensure continuity in children's care, learning and development. The nursery demonstrates a strong capacity and commitment to continuous improvement through effective review and reflection of the provision that brings about 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 opportunities for children to recognise their own and others' unique qualities through meaningful experiences that fully embrace their home language and diverse cultural backgrounds.

The effectiveness of leadership and management of the early years provision

Robust arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective induction and ongoing review by staff help to ensure that children are effectively safeguarded. Staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery. Thorough risk assessments of all aspects of the provision and procedures,

such as security at the entrance and access to personal mobile phones and cameras help to ensure children are cared for in a safe and secure environment. Detailed documentation is in place to help safeguard children and required records are well maintained and shared with parents.

Children easily access a wide and interesting range of high quality toys and resources. These are well organised within in a bright and vibrant environment that supports their play and learning. Staff create an inclusive environment for each child through their good knowledge of individual children's backgrounds and needs overall. Staff work sensitively with parents. Children's awareness of the wider world and diversity is reflected well through resources, such as posters and books, and activities such as singing. Children participate in a meaningful range of activities that embrace the wider world, such as the Olympics. Staff acknowledge that there are further ways to embrace children's home language and their cultural diversity.

Highly positive partnerships with parents are established and children's individual needs are identified and supported well overall. Parents are well informed of the nursery's working practices through clear informative documentation and displays, daily discussion with staff about children's welfare and involvement in activities and achievements and consultation meetings. Leaflets promote parents' understanding of the importance of nursery rhymes in developing young children's speech and language. Children's experiences are enhanced through effective partnerships with other professionals and other early years providers with whom staff form collaborative links to ensure that each child is given the support they need.

The motivated management and staff team make effective use of ongoing self-evaluation and the views of parents and children to reflect upon the provision. Future actions are well chosen and carefully planned so that the impact is evident. Staff enthusiastically embrace new ideas, such as 'Voice play', to promote communication and language skills. The owners and management team have a clear vision for the future. They have high expectations of staff who are supported effectively to develop their knowledge and skills through training. The nursery demonstrates a strong commitment to their continuous improvement.

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

Children form strong attachments to staff and are at ease within the nursery. Close working with parents ensures that routines for babies and toddlers are consistent with home. Children make good progress because staff use their good knowledge and understanding of how children learn to effectively support and promote their development through activities that reflect their interests. Discussion and information gained when children first start contributes effectively to this process of assessment. Staff make effective use of their regular observations of what children know and do to identify individual children's next steps in learning. Babies are intrigued and supported effectively by staff to explore the world around them through their senses. They are curious and are active learners as they respond to a

variety of sounds in shakers and repeatedly splash themselves with water. Good interaction between staff and children encourages them to observe, develop coordination and repeat what they see. For example, holding and banging wooden blocks together. All children develop good listening skills, awareness of rhythm and extension of language as staff skilfully use props and instruments to promote this.

Older children enthusiastically make choices. They eagerly make marks using crayons, chalk, paint, foam, flour and water both inside and outside. They are curious and are starting to problem solve. They persevere as they work out how to place objects inside each other in the small world play house and how to screw open the lid on a tube of food colouring having decorated biscuits. Children's curiosity is fostered through effective use of props and open-ended questioning that supports them to explore sensory objects in the 'dark den' and count as they pour containers of water into each other.

Children develop a good awareness of the importance of a healthy lifestyle from a young age. They choose to play outdoors in the fresh air in all weathers and throughout the day. They understand the importance of personal hygiene and wash and dry their hands spontaneously. Children make independent choices as they learn to recognise their own needs. For example, they choose to eat their snack when hungry. Children enjoy nourishing, balanced, freshly prepared meals that take full account of their dietary needs and include, at times, food they have grown themselves. Children are safe and secure at the nursery. They make good relationships with the adults caring for them, turning to them for support or comfort if they need it. They are starting to take responsibility for keeping their play areas tidy and free from trip hazards as they pick resources up from the floor and put them away. Children learn how to keep themselves safe through their daily experiences. For example, they regularly practise the evacuation drill and make props and take part in activities that promote road safety. Children are happy, confident and settled. They respond well to the frequent praise and clear and consistent approach of staff. Children show consideration for each other and are starting to play cooperatively together, take turns and share. Staff are always on hand to support them in beginning to negotiate conflict for themselves. The introduction of hand signals, such as stop, supports children to make their needs known. As a result, they develop good skills for the future. Children's self-esteem is promoted well through recognition of their kindness to others through the 'thinking and caring tree'. Their confidence grows when given specific responsibilities, such as handing out beakers and cutlery at lunch.

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

