

# Madhatters

55a Nelson Street, SCARBOROUGH, North Yorkshire, YO12 7SZ

<b>Inspection date</b>	24/09/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children show high levels of independence, their curious to explore the learning environment indoors and outside. Their imaginative play motivates each other, creating early friendships and generating communication skills.
- Creative activities enable children to explore a variety of materials and techniques, experimenting with colours and designs.
- Mathematical development is encouraged very well, children use numbers, shape, space and measures within the activities and play.

### It is not yet good because

- Children's next steps within the Early Years Foundation stage, is not long established and does not show children's progression from their starting points. Parents have limited opportunities to become involved in their children's learning and development.
- The Literacy provision is not enabling older children to link sounds with letters and the learning environment does not reflect children's cultural backgrounds.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed snack time and lunch time, and activities in both the baby room and the main play room, and the outdoor area.
- The inspector looked at children's learning journeys, observations and assessment records, and a selection of policies.
- The inspector held meetings with the owner and manager.
- The inspector also took into account of the views of parents spoken to on the day.

## Inspector

Caroline Stott

## Full Report

### Information about the setting

Madhatters Day Nursery is privately owned and managed. It operates from a two storey property in the centre of Scarborough. The nursery serves the local and wider area. The nursery registered in 2012 and is registered on the Early Years Register, and the compulsory and voluntary part of the Childcare Register. The nursery operates from three rooms in the property two on the ground floor and one on the first floor and all associated facilities. There is a small outdoor area at the rear of the property and additional

arrangements for outdoor play are to be provided by the nursery. Madhatters nursery is open Monday to Friday from 8am to 6pm all year round except for bank holidays. Children can attend for a variety of the sessions. There are currently 21 children attending aged from two to five years. The nursery provides early education funding. The nursery currently employs four staff and all have childcare qualifications at level 2 to 3. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- recognise children's progress through planning to: ensure ongoing assessment is an integral part of the learning and development process; and increase opportunities for parents to be kept up-to-date with their child's progress and development
- provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

#### **To further improve the quality of the early years provision the provider should:**

- develop the educational programmes for the literacy provision by enabling older children to link sounds with letters
- lead a collaborative learning culture, providing time and space for knowledge sharing and support for continuous professional development for all staff.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The settings practitioners understand the areas of learning of the Early Years Foundation Stage and have a good awareness of how to engage children and develop their interest and appreciate that children learn through play. Children enjoy the play experience of shopping, collecting goods within baskets and using the play phones. Children recognise the need for a till and practitioners keenly suggest making one, which inspire children to use junk modelling. Using good teaching techniques, listening, questioning and promoting ideas, give children the opportunity to think for themselves, they look for materials to fit their ideas of a button to open and close, for a microphone and for the numbers. Discussions about the process of fixing these materials onto each other and the mixing of colours, whilst painting, enable children to think critically, solve problems and explore ways of doing things.

Children self-select their choice of play and activities as they move around their environment. Babies gather their toys from low shelving and from within trays, looking at jigsaw pieces and playing with cubes, that have attachments such as levers and play phones, encouraging the manipulation and movement of objects. This physical development is stimulated further through a ball pool, where babies lay, exploring the experience of kicking or throwing out balls, watching where they land and gathering to start and explore this play again.

Older children in the play room eagerly join in with water play, filling and emptying containers, and moving sea creatures purposefully through the water and air above, modelling swimming motions. The playdough making activity stimulates children's counting, practitioners point to numbers encouraging children to read them and the ingredients needed are read out clearly, promoting children to count in jugs of water and spoonful's of cream of tartar. Children are keen to pour and mix, whilst practitioners encourage turn taking and ask questions to expand children's experiences, such as, is the playdough dark or light, is it smooth or lumpy. What do we need now and what could we do about that?

Children's communication skills are promoted, children including those who are non-verbal, express themselves to practitioners clearly, through pointing or taking them to the area of their choice. Babies develop sounds which are repeated by practitioners, encouraging repetition and listening skills. Older children within their role-play sing 'cows in the kitchen' instigating actions to go along with the words. They listen carefully to stories, whether as a group or individually, on choosing to sit with a practitioner, joining in with familiar words. Although, older children have yet to link sounds with letters, promoting early reading skills.

Creative development is encouraged as children freely paint at the easel and enjoy string painting, enthusiastically dipping string into different coloured pots of paint, which leads onto some children further enjoying hand printing. These activities enable children to explore a variety of materials and techniques, experimenting with colours and designs. Children imagination is inspired as they become absorbed in doctors and nurses role-play, they lay on the floor with arms and wrists for their friends to look at, saying that these are 'poorly'. Practitioners support this play by modelling this play and extending language, such as, bandage wrapping, using a thermometer and ensuring bandages are not wrapped too tightly.

Mathematical development is stimulated very well within many activities, older children match threading wooden shapes to cards, encouraging recognition of patterns, whilst practitioners promote counting, shape and colour identification. Descriptive words such as, longer and shorter, big and small are used within this activity and within a fishing game outdoors, where children fish off the playhouse using skipping ropes. Practitioners ask children what they have caught, where children answer 'I caught a big fish', 'I caught a whopper'.

Systems to assess children's starting points on entry are established, through the 'this is me' sheet, completed by parents prior to their child starting. The 'sharing books' enables parents to share information from home to the setting and vice versa. Children's interests

are recorded using tracking sheets of the areas of provision and these are noted on the observation led planning for continuous provision. Practitioners support children with English as an additional language by providing visual picture aids. However, there are limited resources and wording in the environment to reflect children's home languages in play and learning, supporting their continual language development.

### **The contribution of the early years provision to the well-being of children**

The key person system is in place and practitioners ensure that children form secure emotional attachments, through regular visits to the setting, providing a settling in period for as many weeks as the parents feel is needed. The use of a daily routine sheet for babies and very young children provides meeting established routines, linking home to the setting, for example, maintaining sleep patterns and feeding routines. Daily reports are written for younger children showing parents the child has been cared for and what they have done through the session.

Snack time and lunch time provide good opportunities for children to develop their independence and an understanding of healthy practices. At snack time they make healthy choices from a good selection of prepared fruits and pour their own milk. Lunch provides the chance to try fish in a sauce and cooked vegetables. Children are encouraged by the practitioners to try everything and are praised highly for doing so. Children allergies are taken seriously and practitioners are all alert to individual children's intolerances, list are maintained in both the kitchen and baby room.

The outdoor area, although small, offers the opportunity for children to master and control their co-ordination skills, as they climb up steps to the playhouse. They are reminded by practitioners to hold onto handrails and pass their toys, such as, skipping ropes to their playmates. This reinforces effective safety measures and allows children to co-operate with one another and share their experiences. Children carefully negotiate their way up the steps and show each other what to do, displaying concern for each other and advise to follow.

The setting has formed early links with the local children's centre to provide care for two year old funding. This enables them to establish partnership working to meet these individual children and their family's needs. The manager is currently developing links with the local school to establish transition arrangements, such as, meetings with the reception teacher and visits to and from the school.

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

Practitioners create a warm welcoming environment and are fully aware of safeguarding policies. They all complete safeguarding training and are aware of local safeguarding procedures. Doors are secure and parents and visitors ring the doorbell to gain entrance. The environment indoors and outdoors is safe and secure. Children's safety is promoted as

staff complete daily checks and ensures parent's permission is given for children to attend outings, such as, visiting the local park and beach.

Children's learning and development is assessed through observations and learning journeys by key-persons, these note the areas of learning and embrace photographs of the children within their play. The assessment system is not long established and does not show children's progression from their starting points. Children's interests have yet to be added to planning, to include their next steps of learning to complete the observation, assessment and planning cycle. This does not identify and evaluate young children's abilities and achievements successfully, within the seven areas of learning, to effectively inform future planning. Consequently, individual children's progress and attainments are not appropriately monitored.

The setting has been established for four months and has yet to complete a self-evaluation action plan. Hence, preventing the culture of continuous improvement and self-challenge. Practitioners complete training and references are completed on new members. A professional development plan has yet to be established, considering mentoring and coaching. Therefore, individual practitioners are limited to improve their knowledge and practice. The management team have ideas for improvement and giving out questionnaires to parents. The management are working with the local authority to ascertain planning sheets, to improve assessing children across the Early Years Foundation Stage.

Partnerships with parents are positive and they give positive feedback about the setting. Regular information is shared between the setting and the parents, although opportunities for parents to contribute to their children's developmental records are yet to be established, enabling them to become involved fully in their children's learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
---------	-------------	---

		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY444943
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	787686
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	34
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Gail Storey

<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07979944954 01723 448403

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

