

Making Miracles

25 Shaftesbury Avenue, Chandler's Ford, EASTLEIGH, Hampshire, SO53 3BR

Inspection date

21/06/2013

Previous inspection date

15/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

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 2

The quality and standards of the early years provision

This provision is good

- The key person system works well. Staff are fully aware of the learning and care needs of the individual children, so their individual requirements are met well.
- All staff contribute to the planning of activities. They ensure planning covers all areas of learning and that each child's learning needs are represented in the planning, which helps children make good progress.
- Staff work well as a team and they extend and enhance the children's experiences through positive interaction with them.
- Children particularly enjoy playing in the outdoor area, which is a particular strength of this nursery.

It is not yet outstanding because

- Staff do not always make sure that all children are aware of and have the opportunity to be included in interesting activities, particularly spontaneous experiences that happen.
- Staff do not provide older or more capable children with suitable cutlery to help them eat their meals easily and gain useful skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the children playing and the interaction of the staff with the children.
- The inspector sampled the records of the children including their Learning Journeys.
- The inspector undertook a joint inspection with the manager.
- The inspector investigated the staff's understanding of their responsibilities in regards to the Statutory Framework for the Early Years Foundation Stage
- The inspector talked to the children, their parents and staff.

Inspector

Amanda Shedden

Full Report

Information about the setting

Making Miracles is a privately owned day nursery run by Making Miracles Childcare Ltd. It was registered in 2006 and is situated in a residential area of Chandlers Ford in Hampshire. It operates from a newly refurbished hall which consists of the main room with two smaller rooms leading off it plus toilets and a kitchen. Children have use of two gardens for outside play. The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. There are 62 children on roll. The nursery receives funding to provide free early education for two-, three- and four-year-old children. The nursery is open each weekday from 7.30am to 6pm all year round. A total of nine staff work directly with the children. Of these, eight hold relevant qualifications in early years and one is currently on training courses. The nursery is supported by the local authority Early Years Department.

What the setting needs to do to improve further

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

- check that children have the appropriate equipment to enable them to manage their food easily
- increase opportunities for all children to fully participate in activities including the spontaneous events that happen.

Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage framework and implement it effectively to promote the children's learning. Staff spend time observing what the children can do and use the information well to identify the children's next individual learning steps. Staff use the information to plan a wide range of activities and experiences to interest the children. The quality of practice is generally consistent across the nursery, and as a result, all children are making good progress in relation to their starting points on entry. Staff react to children's interests, for example, when investigating and exploring what is under a log. They extend and enhance children's knowledge. On occasions not all children are invited to be included in these spontaneous activities, so they miss out on stimulating discussions or interesting activities.

Staff respond well to the children, actively listening to them and participating in their

activities and conversations. Staff engage the children effectively overall, and extend the children's learning by asking useful questions, and encouraging the children to become active learners. For example, when children discover the range of insects in the garden, the staff show children books and have other pictures and props to enhance their interest. Together they fill a tyre with peat and put the real and pretend insects in it. They are encouraged to look closely at features counting, for example, how many legs a creature has or how it moves without legs.

Babies and younger children learn about different textures and use all of their senses to explore the resources and play materials. For example, babies enjoy touching, smelling and feeling the cornflour and water mixture, to which staff have added glitter and peppermint added. Their imaginary and physical skills are developing as they use glue and spatulas. They learn to manoeuvre the glue onto paper and then stick material on to it.

All children enjoy a well-resourced play and learning environment, both inside and outside, which promotes their independence and decision making skills successfully. Children choose activities throughout the day. They freely use the wide variety of clearly labelled, low-level resources. Children use the outdoor play areas throughout the day, enjoying activities that cover all areas of learning. For example, children learn about cause and effect as they work out why sometimes stones get blocked in the drainpipes. Staff encourage children to discover the cause for themselves. Children enjoy exploring the natural world as they learn about 'life cycles', watching and feeding the tadpoles in the nursery pond. They plant and dig, and use bug boxes to examine the 'mini-beasts' they find in the garden. Young children have their own area indoors which is displayed to encourage the children to explore, investigate and select resources for themselves.

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

The key person system works successfully; staff know their key children very well. Staff collect and record a range of information about each child's welfare, learning and development from their parents as they start. They form warm relationships with the children, particularly when babies, which supports the children in feeling secure. All children benefit from the transfer procedures in place to support their move to school or into the next stage of the nursery. Staff share information openly with parents and they discuss when their child should move onto the next area. This ensures that children are treated as individuals and their needs are being met. Good quality information is regularly shared with parents to enable them to extend their child's learning at home

Staff are good role models and work well as a team. They speak calmly to the children who respond positively to them. Children play well together and respond well to the nursery rules such as being 'kind to our friends'. Staff encourage children to think about and explain why they should not do something if an incident occurs. As a result, children form very positive relationships with the staff and the other children.

Children demonstrate generally good levels of independence and self-esteem as they confidently move around the nursery and explore their surroundings. Younger children are

helped to become independent in some self-care skills. Children enjoy a wide range of activities to promote their physical development well. They have opportunities to climb, run, jump and balance. Babies and young children are supported well as they practise crawling and climbing ramps as they begin to walk.

Children have fresh meals cooked for them on the premises; the four-week rotated menu ensures that children are offered a balanced diet. Children help to prepare their snack by cutting up their fruit and pouring their drinks. However, the cutlery staff give to them to use is unsuitable. Older children are unable to cut up their food, restricting their ability to gain this useful skill in preparation for school. Children learn how important good personal hygiene is through daily routines and discussion. For example, they are actively encouraged to wash their hands at appropriate times to help prevent any possible spread of infection.

The nursery environment offers children extensive learning experiences. The combination of displays of children's work, exciting outdoor areas and well-laid out areas indoors are conducive to children's learning. The resources are of a good quality and displayed to encourage children of all ages to become independent learners, as they choose what they wish to play with.

The outdoor area is a strength of the nursery. Staff plan the three different areas carefully to offer the children a range of different stimulating experiences. Children use a 'natural world' in one garden where they are encouraged to explore natural materials, such as wood to build with or climb up into the tree house to play in. They can feel the grass beneath their feet. They play with stones, filling buckets or pouring them down the drain pipes watching the speed in which they travel depending on their size. The extensive role play area is presently used effectively as a 'garden centre'. Children use the appropriate resources to plant things, watch the changes in the tadpoles or buy a range of goods using the play till and money or just smell the flowers. The largest area allows the children to use bikes and scooters, play I games in a large group, such as 'What's the time Mr Wolf?' or parachute games. Children can move between these areas as they please, giving them choices in their play. All such activities motivate and enthuse children, preparing them well for their next stage in learning.

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

This inspection was brought forward as a result of previous concerns raised to Ofsted. A Notice to improve was issued in regard to staff understanding of the nursery's safeguarding policy and procedures, and having up-to-date knowledge of safeguarding issues. This inspection has found that effective safeguarding procedures are now in place to promote the welfare of the children. All staff are now aware of their responsibilities towards safeguarding children and know how to implement required procedures. The nursery staff share the full written policies and procedures with parents, so they can be aware of the staff team's responsibilities towards protecting their children. Children use a safe and secure learning environment because staff carry out detailed written risk

assessments and daily checks. Staff supervise children closely to make sure that they are well protected. Robust recruitment and vetting procedures, alongside effective induction systems, help to ensure all adults and students are suitable to work with children. All visitors are required to sign in the visitors' book to ensure staff maintain an accurate record of everyone coming into contact with the children.

The nursery staff have effective planning and assessment systems to ensure they are identifying clear learning intentions for the children. These allow staff to know what they are working towards with each child, so they are able to better extend and support the children's individual learning. This information is also used to inform the two-year-old assessment check. Staff meetings and regular training drive improvement and ensure all staff are aware of current guidelines and procedures. Management monitor staff performance and their contributions to the nursery through regular team meetings. They review staff practice regularly and six monthly appraisals are in place.

Staff and parents contribute towards the self-evaluation of the nursery to drive improvement and ensure continuous development. The management team has driven many changes in the last few months to improve the outcomes and learning environment for children. There are now display boards with pictures of activities that the children enjoy and words said by children about what they enjoy at the nursery. Each child now has their own tray, giving them a sense of belonging. 'Sally Bear' is available for the children to take home to join in their activities there and used as a tool to encourage children to talk about their home lives. Use of this toy successfully links the nursery and home. Such positive changes clearly demonstrate a desire to drive continuous improvement.

Partnership with parents is strong. Parents have access to their children's records at any time and are able to talk to staff about their children's progress. They are actively encouraged to be involved in their children's learning. Through discussion and meetings parents are fully aware of the next steps in learning that have been identified for their child. Partnership working with other agencies is in place and ensures systems and procedures effectively support all children.

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 action. 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

Unique reference number	EY331068
Local authority	Hampshire
Inspection number	904869
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	62
Name of provider	Making Miracles Childcare Ltd
Date of previous inspection	15/10/2009
Telephone number	02380 906340

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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, which are usually the childminder's 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.

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