

Major Minors

63-65 MacDonald Road, LIGHTWATER, Surrey, GU18 5XY

Inspection date	23/09/2013
Previous inspection date	29/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children use a very good range of stimulating and accessible resources that promote their enthusiasm for learning and independence.
- Staff work well as a team to meet children's individual needs.
- Children enjoy being able to choose to play indoors or outdoors and engage enthusiastically in activities because of the sensitive way that staff facilitate their play..
- Staff regularly talk to parents and other agencies to discuss and identify children's changing needs and progress, which means there is a unified approach to promoting their learning and development.

It is not yet outstanding because

- Staff do not always give children opportunities to represent their own ideas, thoughts and feelings during all art activities so they can use what they have learnt in original ways.
- Staff do not give sufficient consideration to the layout of the toddler room to enhance the space available for children's exploration.

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.

Inspection activities

- The inspector observed activities in all the group rooms and outside play areas.
- The inspector completed a joint observation with the manager of the provision in the toddler room.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at a sample of children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan .
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Major Minors is privately managed. It is one of several nurseries under the same ownership. It was registered in 2012 and runs from a detached house in Lightwater, Surrey. Children have access to four playrooms, a sleep room for babies, a pre-school outdoor classroom and two separate garden areas. The provision is registered on the Early Years Register and provides places for children aged from three months to the end of the early years age range. There are 47 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four. It supports children with special educational needs and/or disabilities. The provision is open each weekday from 7.30am to 6pm for 52 weeks of the year. The provision employs 11 staff, a cleaner and two cooks. The manager has a National Vocational Qualification at level 3 in early years and most other staff have appropriate early years qualifications.

What the setting needs to do to improve further

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

- strengthen the opportunities for children to represent their own ideas, thoughts and feelings during all art activities so they can use what they have learnt in original ways

- review and adapt the layout of the furniture in the toddler room to increase the space available for children's exploration.

Inspection judgements

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

Staff use their good knowledge of children's individual needs to help them make good progress. They plan an exciting range of activities and experiences that are appropriate to the development of the children and successfully promote their enjoyment and achievement. Staff have a good knowledge of their own role and key vocabulary and questions they can use to extend children's learning. This includes objectives to make activities fun, for example, through using musical instruments and action songs and following children's own ideas during imaginative play. Staff actively involve parents in children's learning through daily discussion and by sharing summaries of their progress. They pay attention to how children engage in activities and make notes of their individual achievements. They benefit from allocated time to update children's assessment records. This allows them to constantly join in children's play and promote their learning.

Children increase their vocabulary as staff introduce and encourage them to use new words. For example, children laugh and respond with excitement to a giraffe hand puppet which staff use playfully during group activities. Children in the pre-school group take part in French lessons once week. This develops their awareness of other languages and prepares them for their future, including starting school, as they greet each other and learn new songs in French. Children develop good balancing skills as they use outdoor stepping stones and climbing apparatus with a 'wobbly' bridge. The provision organises weekly sessions facilitated by an external organisation that promotes children's physical abilities. For example, children under two take part in music and movement sessions and older children develop control of their movements as they play football and crawl over and under a parachute. Children show good independence as they learn to look after their personal needs, for example, as they wash their hands before mealtimes and after using the toilet.

Staff read to children individually or in groups throughout the day, both indoors and outdoors. They plan activities related to books that include story sacks with puppets that capture children's interest and encourage their involvement. There is a wealth of pictures and labeling displayed at children's eye level that helps them begin to recognise familiar words. Children learn the sounds of letters through rhyming games and as staff help them recognise and find their name. They identify the sounds of letters of the alphabet related to objects they bring from home for 'show and tell' activities. This successfully promotes their understanding of letters in their name, some of which they are beginning to write. Children enjoy drawing and making marks on pictures which they put into envelopes, visit the post box and post to their home addresses. They recognise number and learn to count in numerical order, for example, as they make and use fishing games. Staff respond to children's interest in sorting quantities of small plastic fruit and make good use of these opportunities to extend children's counting skills.

Children learn about the role of the emergency services as they talk with firefighters who visit the provision, squirt the fire engine hoses and set off the sirens. Children dress up, play with dolls and enter into imaginative play as they pretend to be doctors. They learn about the features of living things as they plant flowers and herbs in the provisions 'growing area'. There are plans in place for the chef to get involved in helping children plant root vegetables to be used in meals, which will enhance this area of their learning. Children investigate objects, such as shells, which they match to pictures on a light box. They enjoy talking to staff about making 'hot chocolate' while mixing sand and water. Staff work together to decide how to present activities in different ways, which means children are provided with variety and are keen to use what is available. They provide a good range of media which children use independently to make their own designs. However, they do not always make sure that adult-led art activities focus on what children gain from the experience, particularly in relation to display boards. This reduces the opportunities for children to find their own ways to represent and develop their own ideas, rather than just reproducing someone else's ideas. Staff support children's interest in imaginative play as together they pretend to go camping and roast marshmallows over a fire. Children persist with these activities and respond with enthusiasm as staff suggest singing songs to a pretend animal in the woods. Staff are receptive to the choices that children make during their play, for example, when children decide to use the musical

instruments in the outdoor classroom. They join them and introduce songs that help children play along and develop a sense of rhythm. Photographs of past activities show babies smiling with pleasure as they explore different media and sit in their nappies in trays of water and bubbles.

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

Staff work well as a team and provide children with good role models due to their positive approach. For example, when one child wants to remain in the garden; a member of staff stays with them and makes this an enjoyable experience by joining in their play. Children are well behaved because staff set clear boundaries and expectations. They learn to take turns, for example, as they sit inside boats which staff create from old crates and cushions. They show friendly behaviour, enjoy hugs with staff, and form good relationships with other children. Staff support children well so they feel secure, particularly when they are settling in and adapt their approach so children are happy during activities. Children's good health is fully promoted. They enjoy the healthy snacks of fresh and dried fruit and varied homemade meals cooked by the two chefs. Staff are vigilant about adhering to children's individual dietary needs and work closely with parents and the kitchen to make sure children have food that is adapted to meet their individual needs.

Children have access to a very good range of age appropriate indoor and outdoor activities and resources. They enjoy listening to stories in an outdoor wooden 'hobbit home', and riding tricycles around a pretend road. Children in the pre-school room benefit from using a large undercover outdoor classroom. It is set up with a wealth of interesting resources that extends their learning outdoors. Staff work well as a team so that children can choose to play inside or outside for most of the session. This includes babies who have lots of opportunity to move around safely outdoors, even in wet weather. This is due to the artificial grass surface, the large canvas sail that provides overhead cover and the all-in-one rain suits that are available for them to wear. Resources and equipment are of good quality and are at children's level which successfully promotes their independence and interest in learning. Since the current owners took over the provision they have made lots of changes that have improved the environment and resources that children use. However, despite each playroom being large enough for the identified number of children, not enough consideration has been given to the organisation of furniture in the toddler room. This reduces the amount of space available for children's exploration.

Children learn about their own safety as staff stay close to them during their play. They remind children to go slowly and hold on when using the climbing resources independently. Staff display attractive posters at children's level that reflect people from different cultural backgrounds as well as words in other languages. They make photographs of children and members of their family available for children to look at, which helps them learn about their own and others' identity. Children have access to a good range of resources that reflect positive images of difference, such as books, dolls, and play figures. Staff plan activities related to different celebrations. For example, Diwali and Fathers, Mothers and Grandparents days, which help children learn about differences

in society. When it is time for children to move into the next age group room the staff taking over their care look back at children's learning summaries and talk to children's key persons. In this way they find out as much about the children as possible including how they have progressed. This assures the move for children is smooth between the different rooms in the provision.

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

All staff complete local authority child protection training that gives them a good understanding of how to safeguard and promote children's welfare. The manager regularly reviews staff understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. For example, through induction procedures and discussions at team meetings. There are robust recruitment and induction procedures in place that are used effectively in practice to ensure that staff are suitable to work with children. All staff have had appropriate checks completed. The manager and staff complete daily checks of the premises and take action to reduce hazards, which maintains children's safety and security. For example, they make sure that any unknown people are met at the front door and that parents who have their own key fob do not let anyone else into the provision. Children are well supervised and staff to child ratios are met at all times due to the employment of agency staff when needed.

Since the last inspection, most staff have attended local authority training that has developed their understanding of children's learning and development. This has helped staff to use guidance more effectively in practice to promote children's learning and plan activities related to their individual needs. The manager of the provision sometimes uses the closed-circuit television recordings for staff to reflect on their practice and make improvements. Staff use observation and assessment to track children's progress and make sure they are meeting expected levels of development. This enables them to talk to parents about areas of children's development where they identify that children may be in need of support. Staff consult with parents on a daily basis and at parents meetings to seek their views about the provision. This has enabled the owners and manager to establish that parents like the many changes that have been made to improve the quality of the provision since they have taken over.

The manager works closely with staff and the organisation's area operations manager, to identify strengths and weaknesses of the provision using a structured self-evaluation process. Consequently, she is effective in driving improvement in everyday practice as she uses well targeted action plans. For example, since the last inspection, activity planning, presentation of resources and staff engagement in activities has improved which has led to a calmer and more positive learning environment. The outdoor play area has been improved through more defined areas and resources to promote children's learning. The kitchen has been relocated so that children's toilets in the pre-school are within the room and consequently promote children's independence and self-help skills. Dedicated nappy changing areas have been created and re-fitted which have improved the quality of children's care. There are aims in place to refurbish the pre-school outdoor classroom so it

is more weatherproof. Recommendations made at the last inspection have been met. The manager has successfully implemented the organisations approach to observing and assessing children's learning, which has enabled staff to clearly monitor children's progress. The provision now records details of any other early years provision that children attend as well as any discussions that take place about children's progress. This enables staff to identify how children behave and achieve in other settings and provide children with continuity of care and support for their learning. Staff work effectively with parents and other agencies to successfully implement aims and objectives for children with special educational needs and/or disabilities. Consequently, children make very good developmental progress due to the unified approach.

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	EY441106
Local authority	Surrey
Inspection number	931243
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	47
Name of provider	Major Minors Ltd
Date of previous inspection	29/05/2012
Telephone number	01276453595

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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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