

Mumbles Day Nursery

Walton Community Centre, Whitemill Lane, STONE, Staffordshire, ST15 0EQ

Inspection date

30/09/2013

Previous inspection date

13/03/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Partnerships with parents, external agencies and other providers are strong and support practitioners in meeting children's individual needs to a good level.
- Staff use praise well at all times to show children that their efforts and kind behaviour are valued. Consequently, this promotes children's self-esteem to a high level and gives them a feeling of self-worth.
- The indoor environment is stimulating and the outdoor area offers good challenge and a wide range of learning experiences. As a result, children are motivated and engaged in their learning.
- The management team is proactive in implementing changes and seeking advice to improve their practices in order to improve the quality of care and learning offered to all children. As a result, children are making good progress towards the early learning goals.

It is not yet outstanding because

- There are some occasions where the initial assessments staff make of children's starting points are not shared with parents to enable children to make even more rapid progress.
- Children have access to where toilet brushes are stored and occasionally younger children walk around when having their drink, which does not promote their health and safety to the highest level.

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 took account of the views of parents following discussion with one parent on the day of inspection and comments from cards and feedback forms.
- The inspector observed activities in the two playrooms in operation on the day of inspection and in the outdoor area.
- The inspector spoke with staff about the educational programmes provided, children's individual learning and policies and procedures.
- The inspector looked at a range of documentation, including action and development plans, children's assessment documentation and written planning of children's activities.
- The inspector conducted a joint observation with the manager.

Inspector

Val Thomas

Full Report

Information about the setting

Mumbles Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Stone, Staffordshire and is one of two nurseries privately owned and managed by Mumbles Day Nursery Ltd. The nursery serves the local area and is accessible to all children. It operates from self-contained accommodation within Walton Community Centre. The main access to the premises is via a small step and the pre-school room is situated on the first floor. A ramp is available to a side entrance. There is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, two have a degree in early years including one who has Early Years Professional status, one has an early years qualification at level 4, four have a qualification at level 3, and one has a qualification at level 2.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the sharing of information with parents; this relates to the initial assessments staff make of children's starting points to help children make even more rapid progress
- improve further the health and safety for children; this relates to making sure that children do not have access to toilet brushes in the bathroom and ensuring that children under two years do not walk around when having a drink.

Inspection judgements

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

Staff know the children well and plan a wide range of stimulating activities to promote their learning to a good level. The close monitoring of the educational programmes

ensures that there is depth and breadth across the seven areas of learning. The key person takes note of children's interests and uses this information to plan activities that engage and motivate their learning. This means that they are successfully developing the characteristics of effective learning. For instance, they show good enthusiasm and imagination as they play in the train outside. They use the grass as money to pay for their ride. Staff regularly observe children and use this information to assess the progress children are making. Summaries of the child's learning towards the early learning goals are recorded to show their progress. The starting points in children's learning are identified through the initial observations staff make and some information is gathered from parents as to what skills the child is currently working towards. However, there are occasions where these are not shared with parents; this means that sometimes children's progress is not as rapid as possible. There are effective procedures for implementing the progress check at age two and parents are fully involved in the process.

Staff are, generally, proactive in involving parents in their child's learning. The new computerised system for recording observations means that parents can view them at home and add their own comments and observations. Parents are encouraged to write about their child's achievements and interests at home so that staff can use this to plan relevant learning opportunities. The nursery hold regular 'Stay and play' sessions for parents. For example, they have sessions where dads can experience messy play activities and 'heuristic play' sessions are held for all parents to experience. This means that parents can continue with these activities in the home to enhance children's learning further. There are many opportunities for children, parents and staff to socialise outside of the setting, for example, a cricket match was recently held and parents help to make the floats that the nursery enter into the local carnivals. Consequently, both children and parents feel valued.

Staff have a secure knowledge of the prime and specific areas of learning and use this effectively as they engage in play with the children to promote learning in all areas. As a result, they are making good progress towards the early learning goals. Children's language skills are promoted well through all activities and routines and staff make good use of open-ended questions. For example, they encourage children to think about where milk comes from and to recall what the caterpillar has eaten in the story. Effective support is given to children with special educational needs and/or disabilities to encourage their language. For instance, staff provide many opportunities throughout the day to encourage the use of 'Ready, steady, go' and, as a result, they successfully use this in their play later in the day. Young children show great delight as they join in with nursery rhymes and bounce along to the music. Staff are very responsive to young children's needs and sit and share stories together. Children are learning about the sounds that animals make and they confidently show staff how they can roar like a lion and say 'ssss' for the sound of the snake. There are good opportunities for children to develop their early writing skills. They make marks on the large chalk board and in the shaving foam and there is a defined writing area with a varied range of resources. By the time children are ready for school staff try to ensure that they can write their own name and encourage the use of phonics to help them to hear and say the letter sounds in words. Children demonstrate good independence in their self-care which will ensure their readiness for school.

During play, children develop their understanding of mathematics well. Staff introduce

numbers to young children when they look at the book together and as they build with the stickle bricks, developing their understanding of size. Older children count the steps as they climb on the large climbing frame and discover how much water they need to make their mud pies, tipping the mud from one saucepan into a bigger one so that they have more room. They develop their understanding of the world as they play in the garden outside. They look at the weather and talk about the sun being behind the clouds. Children have great fun as they go exploring in the wildlife garden for things to put in their mud pie. They come back with different plants and grass and show much curiosity as they watch the insect in the mud. Staff are quick to respond to a child's interest in a worm and they talk about how it wriggles and becomes short and long as it moves. Children are developing good skills in using the computer and staff give clear guidance about how to click on the mouse to make the objects move. Children's understanding of diversity is promoted well through access to varied resources and the celebration of festivals.

There is a good range of sensory play provided for all children, such as jelly, corn flour and dough, and there is a sensory room available which parents can also use with their children. Young babies show great delight as they explore the sand to find the staff member's hand buried in the sand and reach out to catch the falling sand as the staff encourage them to feel the texture. Children's free expression is actively encouraged and there are many samples of children's pictures displayed. Children use shapes and sponges to make prints and use brushes and fingers to create their own designs. They develop their imagination well as staff skilfully intervene to extend children's play. For example, staff encourage children to talk about where they are going for their train ride and link this to their past experiences with their grandparent. Children's physical skills are developing well. They play outside on a regular basis and show good skill as they climb on the climbing frame and young children can use the slide with confidence.

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

Children are happy and settled and the key person system is used well to support their emotional well-being. Staff demonstrate that they know the children in their key group well. They provide effective support to help children with special educational needs and/or disabilities cope with any change in the routine. For example, during story time they sit on the staff's knee to calm them down when they are upset. There are clear settling-in procedures and parents are fully involved in helping their child to make the transition into the nursery. Parents can bring their child for short visits and they are encouraged to stay and support their child until they feel secure with their key person. All of the child's needs are thoroughly discussed with parents and a care plan is devised to ensure the child is supported effectively. Details of the child's routine and any comforters needed are obtained and this enables staff to meet children's individual needs well. For instance, in the 'trundle' room young children have their dummy when they first arrive, but then staff engage children in play so that they no longer need the soother. As a result, children develop their language without hindrance.

Transitions between rooms are managed well. The key person takes the child for visits and discusses the move in detail with parents. The care plan is reviewed to ensure consistency between care and learning at home and in the setting. Staff make good links

with the local schools in order to support children's transitions into school. Teachers are encouraged to visit the nursery to view the child in a familiar environment so that they obtain an accurate picture of the child's stage of learning and development. They discuss the child's needs and staff complete a transition document so that practitioners from the new setting are fully aware of the child's progress so far.

A clear strength of the setting is how staff use praise in an effective manner to develop children's self-esteem to a high level. For instance, staff tell children 'well done' as they balance on the log outside and 'clever girl' when they say 'wheeee' as they go down the slide. Children relish this praise and look very pleased with their efforts and, as a result, they engage in the activity for some time. Behaviour is managed effectively in all rooms. Staff are proactive in encouraging children to share and to be kind to each other. There are clear rules in the 'rumble' room, such as 'walk, don't run' and 'help to tidy away'. This supports children in learning how to take responsibility for their own behaviour. Consequently, children play well together.

The nursery is bright and welcoming and offers a stimulating learning environment for all children. Children have their own age-appropriate group rooms to help them feel secure, although, when there are low numbers of children attending, they play together in one room. There is a large outdoor play area with a wide range of challenging play equipment and learning experiences where they can explore and develop their physical skills. There is a wide range of resources and these are stored in labelled trays for children under two years so that they can make their own choices. For the older children there are many interest areas set out in the room and open boxes where they can help themselves. For instance, they can access the different writing materials and choose what books they want to look at. Children play outside on a regular basis. Children bring in their wellingtons so that they can explore the 'wildlife' garden and play in the mud. Children have lots of fun as they step along the logs and climb on the large climbing frame, walking along the bridge. They take part in 'Wake up, shake up' sessions each day where they move their bodies to music. They learn about the importance of warming up their muscles at the beginning of the session and cooling down at the end. This helps children to develop a positive attitude to exercise.

Hygiene procedures are effective. Clear hand washing routines are implemented and staff explain that children must wash their hands after touching the worm outside. A healthy diet is offered and staff sit with the children at mealtimes to ensure that it is a social time where children can engage in conversations. Staff help children to learn about healthy eating through discussion and making pictures of healthy foods. This equips them well for their future when they can make informed choices about what they eat. However, the storage of toilet brushes means children can access them. This does not fully promote their health to an optimum level when they go to the bathroom independently. Staff are proactive in helping children to learn how to keep themselves safe for most of the time. They help children to learn about the danger of strangers through familiar stories and explain how to use the climbing frames in a safe manner. However, there are a few occasions where younger children walk around when having their drink, which does not ensure their safety at all times. Children's independence is promoted well by staff. Children go to the bathroom to wash their own hands and help to serve their own lunch at

mealtimes. They help to tidy the toys away and are encouraged to take off their own coat and hang them on their peg.

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

Since the last inspection the management team has made many changes to their practice, which have impacted positively on the care and education for all children. They work closely with local authority advisors to improve what is offered and are proactive in meeting any actions set. As a result, children are making good progress towards the early learning goals. Each action set at the last inspection has been carefully considered as to how the changes can be implemented and a clear development plan has been identified to inform future practices. A new system is used so that staff assess children's well-being when they make their observations of children's learning. They fully understand the characteristics of learning following training and use this knowledge to enhance their interactions with children. Parents have been involved more to help with assessing their child's development in communication and language, which gives a more accurate picture so that staff can build on what the child already knows. Consequently, this shows that all children are valued and helps to support their emotional well-being effectively.

A culture of reflective practice which involves all staff, parents and children is implemented. The parents' committee and regular feedback from parents helps to continually improve practices. There is a 'target rainbow' where parents can write their requests on gold coins. For instance, a very successful bear hunt was held recently for staff, parents and children. A survey was completed with parents for weaning young children and following this a booklet was devised and a training workshop was held. This ensures that children's care is effectively promoted.

Videos of staff interactions are used to improve staff practices and these have been a key in ensuring that children's care and learning are promoted to a good standard. There are clear systems in place for the supervision and appraisal of staff. Each week they complete their 'learning journals' and these are monitored by the management team to ensure practices continue to improve in order to benefit children. The registered providers, manager and the local authority advisor completed a thorough audit of the planning of the educational programmes to ensure that the activities provided are more challenging and meet the needs of all children. The management team continues to monitor the educational programmes each week. There are clear systems in place to monitor the progress children are making.

There is a good level of qualified staff present and there is a suitable number of staff who hold a current paediatric first aid certificate, which means that children's welfare is promoted. Further training for staff has been a key to improving the quality of care and education for children. Staff have received training in how to promote secure attachments for children and in using the well-being scales to assess children's involvement. Regular team meetings are held where case studies of children are discussed to ensure that individual needs are fully promoted to the highest possible level. There are robust recruitment procedures in place to ensure suitability of staff is established and staff checks

are held, which helps the management team ensure the protection of children. Induction procedures are effective and ensure staff are fully aware of the policies and procedures to promote children's welfare.

There are clear and effective safeguarding procedures implemented. Staff demonstrate a secure knowledge and understanding of child protection issues and work closely with external agencies to ensure children are fully protected. The premises are safe and security is good with a finger print entry system in operation to further safeguard children. Risk assessments are completed so that all areas are safe for children to use and there are detailed risk assessments for outings. There are clear written policies and procedures, which ensure the effective operation of the nursery. The registered providers are fully aware of their responsibilities in meeting the legal requirements of the Early Years Foundation Stage and are present on a daily basis to ensure the nursery runs smoothly. A sample of records was viewed at the inspection. Medication and accident records contain the necessary information and show that they are shared with parents to ensure the child's welfare is promoted. Children's attendance is accurately recorded and adult to child ratios are met.

Partnerships with parents are very strong and a clear strength of the setting. The parent spoken to on the day is very complimentary on the care and education provided for their child. Comments taken from letters and cards provided by parents include, 'thank you for being fantastic for the past few years' and 'thank you for your hard work'. Staff have started to introduce home visits if parents request them and this has been very useful for those that feel more at ease to discuss issues in their own environment. This ensures consistency in the care and development of children. Training for parents is provided, such as safeguarding and cookery sessions. As a result, children's welfare is better promoted. Staff are proactive in working in partnership with other agencies to ensure that all children's needs are met effectively. They work closely with speech and language therapists and implement activities suggested, to help those children with specific needs to make progress in their communication skills. For children that attend other settings staff use a communication book to exchange information on the child's care, learning and development and this is effective in ensuring that their individual needs are met.

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	EY369750
Local authority	Staffordshire
Inspection number	933729
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	24
Name of provider	Mumbles Day Nursery Ltd
Date of previous inspection	13/03/2013
Telephone number	01785 818474

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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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