

Mother Goose Day Nursery

108a St. Michaels Road, Aldershot, Hampshire, GU12 4JW

Inspection date

18/03/2013

Previous inspection date

01/06/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 nursery has an extensive range of resources to support children's learning. Children make good progress with their development as they learn through play.
- Children's personal, social and emotional development is excellent. They behave very well, are polite and have positive relationships with staff and each other.
- The leadership and management have a positive attitude towards embracing new initiatives to improve outcomes for all children.
- The nursery provides a positive care and learning environment in which all children are respected and included.

It is not yet outstanding because

- Children's opportunities to develop their literacy skills are not fully maximised during daily activities.
- Children's assessment records have not been monitored to a high standard to ensure full details of their skills, abilities and progress are identified.

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 children's play both independently and with the nursery manager.
- The inspector spoke to parents and staff about nursery practice.
- The inspector sampled documentation, including children's development records.
- The inspector discussed leadership and management with both the owner and manager of the nursery.

Inspector

Cathy Hill

Full Report

Information about the setting

Mother Goose Day Nursery is privately owned and was registered in 1993. It operates from a detached building where children have use of two large rooms, an enclosed garden area and a hard surfaced playground. It is situated in a residential road close to the town centre of Aldershot, Hampshire and near to the railway station. The group serves the local area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 44 children from 18 months to five years on roll. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery supports children who have English as an additional language. Children attend a variety of sessions. The nursery opens five days a week all year round. Sessions are from 8.00am to 5.30pm. The group employ seven qualified members of staff to work with the children.

What the setting needs to do to improve further

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

- extend children's opportunities to develop their literacy skills by modelling the language of print when sharing books and by providing materials which reflect a cultural spread, for example, using key word signs relevant to children's cultural backgrounds
- strengthen the systems for monitoring assessment records to ensure all children's skills, abilities and progress are clearly identified.

Inspection judgements

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

Children enjoy themselves at the nursery and spend their time learning through actively engaging in play. Staff find out about children's starting abilities through discussion with parents and through information they provide on 'All about me' sheets. Long term planning documents show how all the learning areas will be covered, with medium term plans identifying topics children will learn about. Key persons plan activities for their key children on a weekly basis. They maintain development records with some detail about children's progress and next steps in some areas. Staff keep parents fully involved with their child's learning with regular meetings to view children's records and discuss their development. Parents confirm they also have a daily update on what their child is learning. The nursery completes progress checks on children when they are aged two and share a

written copy of the check with parents. It also provides parents with 'star' sheets so they can share information about their child's achievements at home. Children make good progress with their learning as their needs are well known through the positive exchange of information between their main carers.

Staff are kind and caring towards children and understand when to support them and when to step back and allow children to learn through independent exploration. They ask children questions to make them think and gently lead them to achieve. For example, children take ownership of their own learning as they ask staff where the number three is on an inset puzzle. Rather than just tell children staff give them a visual clue, saying it is a red number, and children quickly scan the red numbers before identifying the correct one. Children confidently count eight butterflies and then nine bees on a puzzle. Without counting they then say, 'There must be 10 chicks', showing they understand the sequence of numbers. Children are confident speakers. They listen to staff and show an understanding of what is said to them as they follow instructions, for example, to help tidy-up before snack. Staff effectively support children with English as an additional language to develop their communication. They speak clearly to children and use actions to emphasise the meaning of spoken words. Staff foster children's interest in literature as they read them stories and children confidently join in with familiar text. However, staff miss opportunities when sharing big books to develop children's understanding of the language of print, such as letter, word and page. The nursery recognises children's different cultural backgrounds but does not display key words which reflect the cultural spread of all children so they can see familiar symbols and marks.

Children's personal, social and emotional development is excellent. They work cooperatively together as they play with large wooden building blocks. They each help stack the blocks and proudly say, 'We're building a house. We are all working together.' The nursery have recently introduced a new learning programme designed to help children learn about their feelings and to develop their confidence and self-esteem. All children take an active part in nursery life, share resources and help each other. For example, when tidying-up an older child holds the box while younger children tidy things into it. Children show sustained concentration as they play with the sand, filling scoops with sand to deposit it in another part of the sand tray. They show good imagination as they pretend to make cakes in the role play area. They enthusiastically stir their imaginary mixture before placing it in the toy oven to cook.

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

Staff effectively organise the nursery to provide a positive, caring environment in which all children are respected and included. They greet children warmly as they arrive and children immediately settle to play of their choice. The nursery has an extensive range of resources which allows children to develop in all areas. Children play in a stimulating surround with colourful displays of artwork throughout the nursery. Good procedures are in place to ensure children's smooth transition from home to the nursery and from the nursery to school. Children have settling-in visits and are allocated a key person who ensures their individual needs are catered for in partnership with parents. Children have

good relationships with staff and are very happy in their care. Staff are attentive to children's needs and support them in developing their future skills in readiness for the next stage in their learning. Children behave well because they feel secure and have access to a good variety of activities which interest and stimulate them. They have good manners and speak politely to staff, for example, when asked if they would like more to eat at snack time.

Children show a good understanding of safety. For example, young children tuck chairs in under the table so others do not knock into them. Staff use opportunities as they arise to reinforce safety awareness. They remind children about the dangers of hot ovens as they pretend to bake cakes during imaginary play. Staff also help children to recognise they have a voice and staff will listen to what they say. Staff actively promote healthy lifestyles. Children's dietary requirements are well known and appropriately catered for. They are provided with a variety of healthy snacks and freshly cooked meals. Children understand routine hygiene practice and wash their hands before eating a snack of raisins, cheese, carrot and apple. They cover their mouth if they cough, wipe their nose when needed and dispose of their tissue in the bin. Children throughout the nursery show good self-help skills as they hold cups carefully to drink and manage cutlery to feed themselves at lunch time. Daily exercise is a part of nursery routine. Children develop their physical skills during outdoor play or through indoor music and movement sessions.

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

The leadership and management of the nursery are good. They have a very positive attitude towards continuing improvement and embrace new initiatives which they feel would improve outcomes for all children attending. For example, they have introduced a programme to help children learn about feelings. They have also attended training about supporting children through bereavement and coping with illness and disability. Management continually evaluate their nursery provision. They seek feedback about their practice from staff, parents and children and, as ideas arise, a development plan is put in place. They are dedicated to providing a stable environment for children and are currently in the process of redeveloping their garden area to enhance children's outdoor learning.

Management understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff work well together to effectively support children's learning through sensitive interaction during play. They maintain development records for all children, which management monitor. However, they have not monitored them to a high standard to ensure they contain comprehensive detail about children's progress and development in all areas. Good partnerships are in place with both parents and others involved with children's care and learning. Children benefit from these positive partnerships as it promotes a joined-up approach to meeting their needs. Parents are very happy with the nursery and comment that it is 'just perfect' and 'brilliant'.

Staff have a good understanding of how to safeguard children's welfare and are confident with the procedures to follow with any concerns. All staff are vetted and systems are in

place to assess staff's ongoing suitability. New staff have induction training and have ongoing opportunities to discuss their practice with management and identify training to support their professional development. This inspection was brought forward following a concern being raised around safeguarding and behaviour management. The provider had carried out an investigation into the concerns and identified where additional staff training was needed in respect of behaviour management. However, they had failed to notify Ofsted and the Local authority of the concern and the action taken. On this occasion Ofsted issued the provider with a notice to improve around notifying Ofsted of a significant event. Ofsted were satisfied with the action taken by the provider and no further action was required. Staff demonstrate that they keep children safe and management have appropriate process in place now to deal with any concerns as they arise. The premises are secure, risk assessments have been carried out and staff also undertake a daily safety check. Children enjoy their time at the nursery as they are surrounded by supportive staff and have good opportunities to learn with others through purposeful play.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	110054
Local authority	Hampshire
Inspection number	890393
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	44
Name of provider	Sheila Smith
Date of previous inspection	01/06/2011
Telephone number	01252 323425

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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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