

# Mornington House Day Nursery

Mornington House Day Nursery, Mornington Road, BRISTOL, BS8 2UU

<b>Inspection date</b>	17/10/2013
Previous inspection date	28/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		3
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

- Staff develop positive relationships with parents and this helps children's continuity of care and learning.
- Planning and assessment arrangements are robust, in particular in the pre-school room, so that children make satisfactory progress overall.
- There is an appropriate focus on developing good practice across the nursery and driving improvement through self-evaluation.

### It is not yet good because

- Deployment of staff in the rising threes room does not ensure that children's needs are always met.
- There is inconsistency in some practices, such as nappy changing, which pose risk to the children, as senior staff have not monitored staff's delivery of procedures sufficiently.
- Younger children have fewer opportunities to share what they can see, touch and taste to promote their language skills in readiness for their next steps in learning.

## 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 in all rooms.
- The inspector made observations of staff's interactions and spoke to them at convenient times.
- The inspector spoke to the senior management team, parents and children throughout the day.
- The inspector and manager carried out a joint observation in the baby room.
- The inspector sampled a range of documentation.

## Inspector

Rachael Williams

## Full Report

### Information about the setting

Mornington House Day Nursery is one of a chain of three nurseries owned by Bristol Childcare, a limited company. This nursery re-registered in 2008. The nursery is located in a residential area in Clifton, Bristol. The nursery is open each weekday from 8 am to 6 pm all year round except for Bank holidays and Christmas. Children are grouped according to age in separate rooms and have access to three secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 61 children attending who are within the early years age range. The nursery supports children with special educational needs and/or disabilities and for those learning English as an additional language.

The nursery manager has an early years qualification at level 3. She is supported by ten members of staff all of whom have early years qualifications at level 2 or above. This includes a qualified teacher who has early years professional status and another early years professional.

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

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

- ensure deployment of staff meets the needs of children in the rising threes room
- develop ongoing supervision and training arrangements by senior managers for all staff to ensure policies and procedures are effectively implemented, especially to improve children's health and well-being when changing nappies.

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

- develop further staff's interactions with the youngest babies at mealtimes so that they are including in conversations and observations.

### Inspection judgements

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

The learning environment is carefully resourced with age appropriate toys and resources that match children's current interests and challenge their development. For example, young children have appropriate opportunities to imitate their own experiences, such as changing nappies with appropriate equipment. They learn about self-care skills and begin to use familiar language as they describe what they are doing. Older children make independent choices as they select from a broad range of toys and resources, made available in low level storage units. Babies thoroughly enjoy exploring sensory activities, such as making impressions with shells in the play dough. Staff support children appropriately to develop their language skills and respond to their 'babble'. For example, staff observe babies' facial expressions noticing that they are becoming frustrated. They comment 'is it stuck?' and babies' nod and repeat 'stuck' showing that they understand. Babies are very inquisitive. Staff support them well as they point to objects of interest out of the window, such as the cat, and provide an ongoing commentary of what it is doing.

Young children are delighted with their achievements. Children enjoy completing jigsaw puzzles independently, humming familiar songs. They carefully select pieces, observing the shape and rotating them so that they fit into the space. Children comment on their achievements 'look nearly finished, one more' using language well. Children identify different parts of the fire engine, such as the wheel, explaining 'it goes round and round'. They are familiar with routines, such as a group get-together, and re-inact these in their child initiated play. For example, young children sit together to sing the hello song, identifying each other by name and sharing a dinosaur story. Children imitate staff holding the book so that they can see the pictures and by asking questions, such as 'where is he going? What's he going to do?' Children confidently answer the questions, such as 'going swimming in the pool'. Children have adventures of their own, showing an awareness of their own safety, commenting that they need to hold hands when they go on outings. Staff support children appropriately to talk about where they are going and what they are taking. Children listen well to instructions, following the actions well, as they sing a favourite song about a boat, thoroughly enjoying the 'splash' at the end.

Generally, staff deploy themselves well to meet the needs of the children so that they can make the best possible progress. However, staff in the two-year-old room do not assist each other well enough to enable children's learning and development to be consistently progressed. For example, one member of staff is left caring for seven rising three-year-olds at times. Children's potty training is supported well but as staff need to be with the children in the toilet facilities, this leads to children being unsupported in the main play space. This is a breach of legal requirement.

Pre-school children develop good communication skills in readiness for their future learning. This includes those children learning English as an additional language. Staff take time to learn keywords and display symbols and writing in children's home languages around the room. They question children well, giving them time to respond to the questions. When children are asked where potatoes come from they respond confidently, using accurate words to describe what they see and feel, such as 'it's flat like a pancake' and 'it's all squidgy' when feeling materials. Staff praise children for their contributions. They are good role models helping children learn how to be gentle when they brush the mannequin or each other's hair, for example. Children copy staff's movements and gently add slides and bobbles to the hair styles independently.

There is a suitable system to observe, plan and assess children's progress. The senior management team appropriately monitor this practice. Consequently, most children are making satisfactory and, in some cases, especially in the pre-school room, good progress in their learning and development. Detailed observations and comprehensive evaluations of activities enable staff to have appropriate knowledge of children's next steps in learning. These are used effectively to influence future planning, such as to organise specific group times to support children's achievements in targeted areas. For example, observing that children at lunchtime were struggling to cut their food children were given the opportunity to use boiled potatoes in their play to extend their fine muscle skills. Parents are fully involved from the beginning completing 'all about me' forms and discussing children's interests and starting points with the key person at initial visits. This process is ongoing. For example, parents routinely provide the key person with information about children's achievements at home, such as recordings of children's first steps and stars celebrating their success. Staff use this information well to influence future planning.

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

Children learn about healthy lifestyles. There are frequent opportunities for children to be outside and active. They become familiar with routines and develop good independence skills as they find their coats and change into their wellingtons. Children learn about the world around them as they explore raised beds looking for insects. Staff interact well to help children identify what they are seeing and by supporting them to handle them carefully. Staff help children learn about the people in their local community, such as the postman, explaining what he is doing and responding to children's questions. This supports children to learn how to keep themselves safe as staff explain the importance of his high visibility jacket.

Generally, all children have good opportunities to eat together at sociable mealtimes. However, the youngest babies, seated in high chairs, are not always included when sharing what they can see, touch and taste to promote their language skills in readiness for their next steps in learning. Staff have an accurate understanding of children's special dietary requirements. Information is clearly displayed and staff check regularly to ensure that children are receiving suitable snacks and meals that meet their needs. All meals are prepared in a scrupulously clean kitchen by qualified staff. Young children begin to make healthy choices as they choose from a selection of fruits for their snack. Pre-school children gain good independence skills and are well mannered. They sit together for lunchtime laying the table and sharing cutlery between them. They are actively encouraged by staff to serve themselves therefore, make healthy choices between home-made pizza, potato wedges, peppers, tomatoes and cucumber. Even if children do not like a particular food they will have a taste showing a positive attitude to new experiences.

Staff support children to learn about hygienic practices, such as washing their hands before they eat and wiping their noses. However, nappy changing practice is inconsistent. For example, when staff change all babies' nappies mid-morning the mat is not sterilised

after use and disposable gloves are not discarded after each change therefore, there is a risk of cross contamination, which puts children at risk.

Children are content and secure in their relationships with staff, especially their key person. For example, staff are quick to reassure babies when the window cleaner arrives, talking through what he is doing so that children feel safe and secure. There are appropriate arrangements in place to enable children to move between rooms confidently. The key person supports the children as they are gradually integrated and become more familiar with the new room. Parents are involved in each step so that the key person can complete accurate transition forms.

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

This inspection was brought forward because a concern was raised to Ofsted relating to medication procedures. Senior managers took prompt action to strengthen procedures, such as implementing a 'red triangle' visual reminder and monitoring of staff's understanding and implementation of the procedure prior to incidents. However, the provider did not notify Ofsted of a significant event, which is a requirement of their registration. At this time Ofsted are taking no further action.

There are suitable arrangements in place to ensure that children are cared for in a safe and secure environment through appropriate risk assessments. Rigorous systems are in place to ensure that visitors to the setting are appropriately monitored and aware of the nursery's mobile phone policy. Recruitment and induction arrangements, including those for agency staff, are satisfactory, overall, and ensure that suitable, experienced and well-qualified staff work directly with the children. However, although the senior management team have developed robust induction arrangements, they do not fully monitor staff's understanding of hygiene and medication policies and procedures. Therefore, there is inconsistent implementation of the good practices observed in most areas of the nursery to maintain children's health and well-being. All staff have secure knowledge of child protection issues, through effective and ongoing training, so that prompt action can be taken should any concerns arise about a child in their care.

There is a strong focus on building positive relationships with parents. Parents receive appropriate information about the setting and their children's achievements. For example, policies and procedures are readily available to the parents. This includes the complaints procedure. Staff make sure that information about the children and their families is securely stored and regularly reviewed to ensure information is up-to-date, such as medical agreements and contact details. Staff work in partnership with parents providing key advice, such as child initiated weaning sessions, to develop babies' understanding of their own needs and encourage independent skills. Parents comment favourably about the setting describing it as a 'safe, familiar place' where children are 'confident and reassured'. Staff work well in partnership with health professionals, such as speech and language therapists, to support children with special educational needs appropriately.

Professional development is satisfactory. Staff have been given more control over their rooms, such as how they plan the learning environment and how they complete ongoing risk assessments and self-evaluations. The senior management team model good practice and regularly complete observations on staff to help improve outcomes for children through relevant coaching and training. Staff regularly attend team meetings to share practice; a prime focus recently has been on staff's understanding of medication policy. Staff are proactive in attending relevant training identified through annual appraisals to support children's development, such as working with babies. Through self-evaluation, staff are beginning to cascade this information to enable consistent practices throughout the nursery. The senior management team use self-evaluation tools and early years advisers appropriately to drive improvement through establishing suitable action plans. This includes, developing systems to ensure that staff know their role, to introduce 'Letters and Sounds' in the baby room, for example. It lends support to individual educational plans and to consistently reinforce the use of reflection diaries. The nursery has made suitable progress since the last inspection addressing recommendations successfully.

### **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

<b>Unique reference number</b>	EY370580
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	935812
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	58
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Bristol Child Care Limited
<b>Date of previous inspection</b>	28/10/2008
<b>Telephone number</b>	01179 733 414

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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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