

# Mayo Kindergarten

28 Mayo Street, COCKERMOUTH, Cumbria, CA13 0BY

<b>Inspection date</b>	10/02/2014
Previous inspection date	29/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Teaching is excellent. All children make very rapid progress, relative to their individual needs because managers and practitioners are skilled, sensitive, knowledgeable and enthusiastic.
- Managers and practitioners have high expectations of children. As a result, they are highly motivated to fully engage in their learning and persevere at developing new skills. As a result, a learning community is established, which fosters firm foundations for future development.
- Leadership is inspirational. The managers have an extremely strong drive to continually improve practice and aspects of the provision. Performance management is excellent, which results in practitioners who share the same visions and passion to provide high quality care and education. Consequently, children thrive in an ever improving and stimulating learning environment.
- Children's well-being is a high priority at the nursery. Children are kept extremely safe and protected through vigilant, well-trained managers and practitioners. Key persons form strong and secure attachments with children, helping them to feel safe and fostering their emotional well-being.
- The exceptional partnerships with parents, external agencies and other providers significantly contribute to ensuring all children's needs are quickly identified. As a result, early interventions are secured and highly effective in meeting children's individual needs.

## 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 and talked with children as they played and took part in activities in all areas of the nursery.
- The inspector conducted a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took into account the views of parents spoken to on the day.
- The inspector viewed a range of documents, including children's files, assessments, learning journals and relevant policies and procedures.
- The inspector held meetings with the owner, managers and practitioners at appropriate times during the day.

## Inspector

Janice Caryl

## Full report

### Information about the setting

Mayo Kindergarten was registered in 1984 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a large Victorian three-story terraced house within a residential area of Cockermouth, Cumbria. The nursery serves the immediate locality and the surrounding areas. The nursery opens five days a week from 8.15am until 5.30pm, all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for in two ground floor playrooms and three upstairs playrooms and have access to an enclosed outdoor play area.

There are currently 47 children attending who are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently nine staff working directly with the children, eight of whom have an appropriate early years qualification at level 3, including the manager who holds a Certificate in Education. The nursery receives support from the local authority. It is a member of the Pre-School Learning Alliance.

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

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

- enhance further the already first rate knowledge and understanding of the managers and practitioners practice. For example, by expanding research skills and sourcing different training opportunities, which provide more in depth theory and practice, so that children's learning is extended further.

## Inspection judgements

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

The practitioners provide a vibrantly organised environment, in all areas, with interesting and stimulating experiences. As a result, children are motivated and soon become engaged in their play. Teaching is outstanding because practitioners have an excellent understanding of how children learn through play. They are highly skilled in observing children and encouraging them to take the lead. For example, while outdoors, children decide independently to change their play from painting with water, to washing the cars and vehicles. Practitioners support this development by providing further resources, such as buckets and soap. As a result, children's imagination and recall is fostered as they learn from first-hand experiences. In addition, early literacy is promoted as they watch

practitioners write, 'Car Wash' and help children plan the area to facilitate their play. They develop their writing skills as they imitate and write alongside the markings. Children of all ages are free to explore and develop their own interests as they access the different rooms within their groups. The key persons know the children extremely well, helping them learn and develop new skills. The high expectations that practitioners have of children's abilities means that they make exceedingly good progress. For example, young children choose to use the scissors. Practitioners, sensitively teach them the skill, helping and encouraging them as they practise in a safe and manageable way. Children develop a sense of achievement and are consequently, motivated to learn and develop these skills further. In addition, they develop excellent physical and hand-eye coordination skills during the process. Practitioners support children's early reading skills by having a self-registration board. Children show their confidence and emerging abilities to recognise their own name as they move it from one board to another. They learn early mathematical skills as practitioners point out that there are three names on the board, but only two children. They ask, 'whose name needs to come off?' children respond competently.

The organisation of the routine is structured and yet flexible enough to meet the needs of individual children. Practitioners have a high level of awareness of children's specific needs and interests and the importance of giving children opportunities to return to their play. Consequently, children's learning is enhanced because they have sustained time to concentrate, be engaged and extend their own thinking. Practitioners are highly competent in supporting children to think and solve problems through highly effective questioning techniques. For example, children are asked, 'where has all the water gone from the higher level bucket and how can we get it back?' Children confidently give suggestions and together, work out a solution. As a result, they gain an understanding of the world and excellent communication, language and mathematical skills. Structured adult-led activities are organised to meet children's next steps in their learning and to strengthen their current interests, arousing their curiosity further. As a result, children become deeply involved and motivated in their learning. For example, practitioners promote discussion and help children describe the features of different snakes. Their vocabulary is widened considerably as they experiment with sounds and words, such as, 'slippery', 'slithery' and 'slimy'. They master applied skills carefully as they paint and create snakes on card, examining replica ones, comparing the pattern, making connections as they record their thinking. The high quality activities that children experience, helps them to be very well prepared for school and their next stage in learning. This is because they learn to be confident, independent and self-assured. The outdoor environment is extremely well organised and resourced. Children take great delight in discovering and inventing their own play opportunities, snuggle down on the cosy sofa to read and chat or climb the adventure play area. They ride on the track with scooters and bicycles, taking care not to bump into others. Consequently, children learn and develop in all aspects while having the freedom of fresh air and outdoor space.

The managers and practitioners engage fully with parents and carers from the outset, helping them to feel fully involved in their children's learning. A wealth of information is gathered to help key persons get to know the children and the families. Subsequent focused and spontaneous observations and discussions with parents form accurate and precise assessments on children's development. Consequently, planning to support children in their next steps is highly effective and they make very good progress in relation

to their starting points. Progress is clearly documented on a termly basis and effectively shared with parents and carers. As a result, any gaps in learning and areas for further development are easily identified. Practitioners use successful communication and language tools to support children. For example, a 'Picture Exchange Communication System' (PECS) supports children in sequencing and helping them to learn routines. In addition, successful monitoring and assessment tools further support children's development in communication and language. For example, practitioners follow the 'Every child a talker' (ECAT) programme. This is particularly effective in supporting children with English as an additional language and identifying early intervention and referrals to the speech and language team. Parents and carers contribute to their children's learning and assessments in a wide variety of ways. These include, writing comments, providing suggestions, sharing special words in their home language and supplying observations from home. As a result, there is excellent continuity for the child between home and the nursery. This is evident as parents' comment on how amazed they were when their child spelled out their own name using the alphabet bricks at home. Children's early literacy skills and love of books is extended further because the facility to borrow books that they particularly like, are available to borrow.

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

The managers and practitioners form extremely close relationships and attachments to the children in their care. As a result, children's emotional well-being is effectively fostered because there is always an adult close by, from whom they can seek comfort and help, should they need it. In turn, parents and carers feel confident and trusting as they leave their children with familiar adults. Key persons know their children very well and are highly efficient in responding to their needs. Consequently, children are extremely confident and self-assured. The high staff ratios enable practitioners to give the time and attention to those children who need it, supporting this process even further. Each room and the outdoor area are set up to support and assist children's current interests, creating a welcoming and stimulating environment where they are highly motivated in their play. The enthusiasm of the practitioners manifests itself by creating a warm, friendly and homely atmosphere that children thrive in. The highly effective organisation of the routines means that children have opportunities to establish relationships and friendships with each other and adults at the beginning of everyday. They animatedly join in with group activities where they share news, sing and dance, boosting their self-confidence and gaining a sense of belonging. This also gives children an opportunity to express their feelings and emotions through freedom of expression. Practitioners use fun and games to teach them the letter, 'L'. Younger children learn about the alphabet, sounds and letters, from the older children as they take great delight in calling out words that begin with the letter. Children demonstrate their confidence as they split into key groups. Furthermore, they show their emerging knowledge and understanding of routines and sequencing of events.

The managers and practitioners are extremely efficient at promoting learning about healthy lifestyles. Parents and carers are reminded about the healthy eating policy and messages about packing healthy lunches are reinforced through regular newsletters. Children are taught well about healthy options because practitioners discuss and provide nutritious and fulfilling breakfasts and snacks. All the children, regardless of their age, are

taught to be independent at meal and snack times. They use a knife as they independently put spread on their toast. The youngest children are supported as they learn to pour their own drinks. Children learn table manners and are skilful at managing portions as they carefully and independently place some of contents of their lunch boxes on to a plate. Practitioners are excellent at encouraging and supporting children to manage their personal needs. They work extremely well with parents and show patience and sensitivity as they help children to master the skills of going to the toilet independently. Practitioners respect children's choices as they are given the choice of using the potty or the toilet. As a result, children become proficient in managing their own personal needs, relative to their age and stage of development. Children are taught the benefits of keeping healthy through exercise and fresh air. Each day begins with physical activities and children are encouraged to play outside as much as possible and in all weathers. Practitioners demonstrate their understanding of how outdoor play supports children's play in different ways, for example, in making relationships. As a result, children's play opportunities are extended as they grow in confidence and self-awareness. In addition, practitioners talk to children about the effect food and exercise has on their bodies. For example, they say to children, 'Can you feel yourselves warming up, now you are eating some food'. As a result, children learn about themselves and how their bodies work.

The safety and well-being of the children is paramount within the setting as practitioners place them at the heart of everything they do. They teach children to have good manners, respect and look after each other as they play and take part in activities. Children gain a high level of awareness of how to behave properly and take care of themselves, for example, while ascending and descending the stairs. They are taught from an early age how to negotiate the stairs and the outside steps, under the careful watch of skilled and vigilant staff. As a result, they learn to understand and manage risks effectively. Furthermore, children are emotionally prepared for changes in routine and settings. The managers and practitioners have a high level of understanding regarding the need to fully prepare children in their transitions. Children within the setting comfortably learn to mix and make friends with all other children and adults, as they share activities and move around the different rooms and areas. Children are prepared for moving onto school as teaching personnel are invited to join them within the settings, helping them become more familiar before they move on. Practitioners regularly take children out into the community for walks and talk with them about other schools and settings. Consequently, children also become familiar with the journey and different environments.

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

The leadership and management is inspirational. The strong vision and high expectations is evident through the highly skilled, strong and committed staff team. Their longevity means that principles of practice are shared and continuous, benefiting children because of consistent and clear high quality performance. Although, there have been no new staff appointed for some time, recruitment policies show the importance managers place on appointing suitable people. Robust induction procedures ensure that students are familiar with all the nursery policies and procedures, including safeguarding and health and safety.

Performance management is outstanding. Managers undertake annual appraisals where clear professional and personal objectives are set, training evaluated and issues discussed. As a result, practitioners feel valued and respected as they work towards the setting goals. Managers work extremely closely with practitioners, monitoring their performance as part of regular supervision sessions. Occasionally, their performance is recorded, so that they can identify and learn from observing their own practice. This forms an excellent opportunity to be self-reflective and make any necessary improvements. In addition, practitioners monitor each other's performance and develop the skills of giving constructive feedback. As result, they develop new skills as children benefit from high quality, skilled practitioners. Furthermore, practice in all rooms is of a consistently high level and therefore, children make excellent progress. The managers and practitioners are fully trained in safeguarding and child protection procedures. They demonstrate their understanding of how to keep children safe from harm and abuse. Safeguarding procedures are rigorously followed, including the vetting of visitors, further keeping children safe from harm. Practitioners record all accidents, incidents and injuries sustained in the nursery. Managers monitor these to ensure any recurring incidences are identified and addressed as necessary.

The monitoring of the educational programme is highly effective and efficiently monitored. This is because the managers and practitioners have an excellent knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. The whole staff team takes a collective approach to planning the environment, themes and activities. As a result, children make excellent progress towards the early learning goals. The monitoring of children's assessments is meticulous and means that those in need of additional support receive targeted intervention in a timely fashion. Parents and carers are kept fully informed of the progress their children make. They are welcomed into the nursery at anytime to discuss their children's progress and look through their children's learning files. Information for parents is extensive For example, notice boards, examples of children's work, photographic displays and accounts of the daily activities, illustrate the extensiveness of children's play and learning. The provider and manager are skilled and adept in assessing and monitoring the progress of children with special educational needs and/or disabilities. Their high expectations of children's abilities and close liaison with parents, carers and other multi-agency professionals, help them to make astounding progress, relative to their needs. Parents are highly complimentary about how practitioners support their children and keep them fully informed and involved. Children attending other settings are fully supported because information is effectively shared between different settings. The key person and managers consult with parents and carers and ensure that all relevant information is passed over, including progress reports and other pertinent information. As a result, there is continuity in the learning for children, helping them continue to make rapid progress.

The managers and practitioners are truly passionate about promoting high quality care and education for all children. They constantly strive to improve and the expectations for refining outcomes for children are outstanding. This is evident in their self-evaluation of the provision where they clearly identify their strengths and areas to develop. They work closely with local authority advisors and have addressed all recommendations from their last inspection. For example, extensive improvements have been made to the learning environment for children by ensuring that all rooms used are fully equipped to match

children's needs, interests and learning opportunities. The managers involve staff, parents and children in consultations about the provision. For example, children use cameras and electronic recorders to show their favourite places to play. Parents are consulted on an annual basis and ideas and suggestions are taken into consideration. Staff have regular opportunities to suggest and discuss other areas to develop. Consequently, there is a shared approach to maintaining the already high quality environment.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY334361
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	857061
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Mayo Kindergarten Ltd
<b>Date of previous inspection</b>	29/10/2009
<b>Telephone number</b>	01900 826212

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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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