

My Nursery

Conduit Lane, GRANTHAM, Lincolnshire, NG31 6PB

Inspection date	25/03/2014
Previous inspection date	08/11/2013

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

- Good quality teaching and interactions provide children with a secure base to support their learning and development. As a result, children are motivated to learn and explore and they subsequently make good progress towards the early learning goals.
- The key person system is fully embedded. Very good relationships with parents support a shared approach to children's learning and ensure they receive consistent support.
- Staff have a secure understanding of safeguarding, which means children are kept safe from harm.
- Leadership of the nursery is strong. Staff are supported to maintain their professional development. As a result, this increases the quality of the overall experience for children and their families.

It is not yet outstanding because

- There is scope for staff to more effectively promote parents' knowledge of the benefits of providing key words in the child's home language.
- The organisation of group times does not always ensure the pre-school children's needs, interests and abilities are as highly promoted as at all other times.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each room of the nursery and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager of the nursery, staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the nursery's self-evaluation and improvement plan.
- The inspector took account of the views of parent's spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

My Nursery was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a two-storey premises and a converted barn in Grantham, Lincolnshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three main rooms and there is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, three hold appropriate early years qualifications at level four, nine at level 3 and two at level 2. The manager is qualified to Early Years Professional Status. The nursery opens Monday to Friday all year round, except on bank holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 100 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 a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- review the delivery of group activities to ensure that they take into consideration the needs and aptitudes of all children and support each child's full engagement and participation

- help parents to fully understand the importance of providing key words in the child's home language to enable staff to show children how to pronounce or use these words by responding and repeating them in English.

Inspection judgements

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

Teaching is very good and as a result, children make good progress in their learning and development. The manager and staff at My Nursery are enthusiastic, skilled and highly motivated individuals. They are passionate about meeting children's needs to a high standard and they use their knowledge and understanding of child development and how young children learn to support children's progress well. Parents are involved in their children's learning right from the start when staff ask them about what their children can already do. This, along with Staff's own initial observations forms the baseline starting point to begin children's learning journey. This cohesive approach ensures the key person can plan for a truly focused learning experience for all the children. Staff know the children well and reflect each child's uniqueness through the purposeful next steps that they raise to help move each child on in their learning. Next steps are used well to inform

individual planning and staff cover these in many different ways to consolidate what children learn before they add new challenges. Children benefit from a wide range of planned new experiences which cover all areas of learning. Tracking and monitoring is effective in highlighting children's progress and enables staff to identify where children need the encouragement to take the next steps in their learning. The nursery completes the progress check at age two and written summaries are shared with parents. The nursery are taking positive measures to increase children's readiness for school. For example, they are providing older children with group time that promotes specific learning. For instance, listening and attention is supported when children greet each other in the welcome song. Children recognise their name and sound out the letters. Further learning is provided as children discuss the weather board and talk about the changing of the seasons. However, this is quite a lengthy activity, and towards the end children are beginning to become disinterested.

Babies have an enjoyable time as they play 'Peek-a-boo' with large scarves. Following a recent training course attended by baby room staff they have adapted their already good treasure baskets to include a wider range of resources. These include mixtures of wood, metal and material objects which provide different textures to support children's tactile and exploratory development. As a result, babies enjoy discovering new textures and natural objects. Children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children and use appropriate questions to support them to develop their vocabulary. Babies become extremely animated as staff engage their interest in stories by using props, for instance, they begin to smile and squeal, anticipating the puppet coming to get them. Opportunities for outdoor play are very good as children have regular access to the garden area. They run around avoiding each other and obstacles as well as riding safely on the scooter and tricycle. Children enjoy playing in the sand and water trays, experimenting by mixing the two together. Others engage in creating stories with staff as they hide in the den space. Toddlers explore the texture of dough and develop manipulative skills as they learn to use rolling pins. Children copy staff, drawing pictures with chalk on the ground outside. This supports early writing skills. Children enjoy story time and participate well. They point out familiar characters in the story and anticipate what will happen next. Staff use an animated voice to help children tune in. This means, their listening and attention skills are supported. Children use computers to develop their critical thinking skills and begin to understand early mathematics by solving puzzles. For instance, they use shapes to build a house. They move the mouse with good control to manoeuvre through various games.

Children gain access to mathematics through a variety of play opportunities. For example, they follow picture cards to create a pattern, identifying the small, medium and big coloured bears. An 'All About Me' display supports children's understanding of the differing people and communities they live alongside. Toddlers eagerly join in with the creative activity where staff talk to the children about colours and textures. Children are engrossed in painting with different brushes and then blob their face with paint. Staff produce a mirror and children smile recognising themselves. Children who speak English as an additional language are confident and settle well in the nursery because they are supported effectively. For example, labelling in children's home languages promotes their communication and literacy development. Staff consistently use gestures to communicate with all children. However, there is scope for staff to explain to parents the benefits of

providing key words in their child's home language to build on this even further, to extend children's spoken English skills in meaningful ways. Partnerships with parents and carers are good. Staff value parents as their children's primary educators and welcome their involvement. Parents have good opportunities to talk to key staff on a daily basis about their child's learning. Parents in the toddler room are encouraged to take home 'Ted Bear' to complete observations from home to share their children's learning experiences. Staff support parents to extend their children's learning at home. For example, they prepare a 'Being part of your child's learning journey'. This highlights individual children's next steps and how the parent can achieve this. Parents are encouraged to relay information back to staff on any positive progress. Parents can contribute to the nursery 'WOW tree'. This includes learning and development achievements from home. Parents' evenings further provide carers with an opportunity to discuss their child's learning and development. Above all, children enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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

Children are confident, happy and settled in this welcoming and friendly nursery. The key person system is good and staff are knowledgeable about children's individual backgrounds. Consequently, children enjoy secure attachments with staff and friends alike. Staff in the baby room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. A flexible settling-in process ensures all children are secure with their key person and the nursery environment and are ready to learn. When children begin at the nursery, during their first few sessions, the manager makes a courtesy call to parents. This eases the separation from home to nursery. Children's care routines are flexible. Staff work closely with parents to make sure there is consistency for children and feedback information daily to parents. Children throughout the nursery sleep and rest according to their individual needs and parental wishes. Sleeping babies are regularly checked in the designated sleep area.

Good partnership working promotes the inclusion of all children. For example, staff sensitively discuss individual family backgrounds to ensure that all children and their families feel included and supported. Children's work is displayed throughout the nursery, making them feel valued and acknowledged. Children's achievements from home are valued on the 'Proud Board'. As a result, they have a sense of belonging. Following the last inspection, all staff have received behaviour management training. As a result, the behaviour of the children in the nursery is excellent. Staff consistently act as good role models and positive reinforcement is given high priority. For instance, acts of kindness are rewarded by a heart on the 'Heart print', display. A further approach includes supporting children to identify their emotions and feelings by looking in the mirror and pointing to an emotion face and describing their feelings. Children's independence is fostered and they are supported to pour their own drinks and put on their coats and shoes. They use appropriate knives to prepare their snack and find their names on laminated cards for snack registration. As a result, all children are confident, independent and motivated to learn. Children manage their own hygiene and personal needs very well. Toileting and hand washing facilities are accessible and clean for children to use independently with

appropriate staff guidance and prompting.

All food provided is cooked on site and is fresh and healthy. Since joining the team, the cook has endeavoured to introduce a variety of diverse meal choices. For instance, turkey burritos, sweet potato wedges and spinach. Children also have the option to bring in their lunch from home and staff encourage parents to provide healthy options. Staff are aware of children with food allergies and effective processes are in place to ensure children are kept safe. For example, a colour coded list in each room ensures a whole team approach in keeping children safe. Children have regular access to exercise and outdoor play which promotes a healthy lifestyle. Children are involved in the fire drills to ensure they know how to look after themselves in the event of a fire. Staff hold first-aid certificates so they can keep children safe at all times. This is a well-resourced nursery that is organised effectively and enables children to access resources of their choice and use them in imaginative ways. Resources are clearly labelled with words and pictures. Children's transitions in the nursery are supported well. Movement between the rooms is supported with transition visits and information shared between key persons and parents about the move. A clear summary progress report is sent to the child's next provider providing them with information on the child's starting points. This helps children to make a smooth transition when they move up to school. Consequently, children have continuity of care and learning.

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

Leadership and management is strong. The manager works closely with her deputy and staff team and the result is a harmonious working environment where adults and children thrive. The manager is skilled at leading but also at being part of the team. She is enthusiastic, dedicated and professional and is a credit to the nursery. Children are safeguarded as the manager and staff know the signs and symptoms of child abuse and neglect and what to do if they are worried about a child. Safeguarding is high on the agenda at team meetings. The manager monitors tracking documents, planning and children's 'special books'. This ensures they show an accurate assessment of children's skills, abilities and progress and can support staff to target specific areas of learning, if necessary. Robust recruitment and vetting procedures ensure all staff are suitable to work with young children. Staff are appropriately deployed to ensure adult to child ratios are maintained and staff ensure children are closely supervised. Detailed individual induction programmes are in place for new staff. New employees enter into a six month probationary period. Before employment commences, checks and references are carried out to identify the suitability of the new staff member.

High priority is given to on-going staff monitoring. Staff benefit from peer on peer observations and regular supervision meetings with the manager. They also communicate any ideas they may have to further enhance the nursery with the manager throughout the day. The manager analyses the observations of teaching practice and offers feedback to staff on a regular basis. As a result, the quality of teaching is very good. Staff are encouraged and supported to access training on a regular basis and to undertake childcare qualifications. The manager has Early Years Professional Status and two staff are

working towards a childcare degree. The emphasis is on training having a positive impact on the quality of teaching in the nursery. For example, staff returned from a course focusing on boys, full of enthusiasm and new ideas. So much so, that the next day, boys were encouraged to draw around themselves and create a life size superhero that takes pride of place on the wall. Comprehensive policies and procedures, which promote children's health, safety and welfare, are fully in place and effectively implemented. All visitors are asked to sign in and out of the building and there is a buzzer system and closed circuit television on the door to the nursery to ensure children's safety. Children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks.

Much time and effort has been put in by the manager and her team since the last inspection. The manager is very good at reflecting on practice and the self-evaluation and improvement plans are thorough and sharply focused. She effectively prioritise the areas for improvement which will have the most impact on children's care and learning. The manager has very high expectations of herself and her team. Effective partnerships with parents ensure children make good progress in their learning and individual needs are addressed because there is two-way communication between home and nursery. A wealth of valuable information is displayed on the nursery noticeboards, which fully informs parents about the Early Years Foundation Stage, the organisation of the nursery and tips and advice. As a result of seeing the inspection poster, the parents noticeably offer staff their encouragement and support. The manager works closely in partnership with the local authority advisor and values this relationship highly. She is open to critique and regularly seeks the opinions of the local authority advisor to enhance her practice. The manager understands the importance of liaising with external agencies and shared carers to ensure all children's needs are met. Furthermore, the manager understands the importance of sharing information with other early years providers who may share the care of children.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY423021
Local authority	Lincolnshire
Inspection number	963422
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	100
Name of provider	My Nursery (UK) Limited
Date of previous inspection	08/11/2013
Telephone number	01476 592904

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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