

Mother Goose Day Nursery

76 Wigton Road, CARLISLE, Cumbria, CA2 7AY

Inspection date

28/05/2014

Previous inspection date

05/09/2011

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

- Effective partnership working with parents and other professionals supports children's continuity of care and learning.
- Staff's good knowledge and understanding of safeguarding and the clear policy in place to support practice helps to keep children safe.
- Leadership and management of the nursery are strong. The manager and deputy are conscientious and act as good role models for the staff team.
- Children behave well, listen to instructions from staff and begin to form wonderful friendships.
- The quality of teaching is good. Staff provide an interesting range of experiences for children. As a result, children make good progress in their learning.

It is not yet outstanding because

- Occasionally, some staff miss opportunities to extend children's learning further through asking a greater range of questions to encourage children to explore their ideas.
- There is scope to improve the role-play facilities in the pre-school room to maximise opportunities for children to fully explore their imaginative skills.

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 staff and children in each of the main playrooms, during outdoor play and at snack and lunchtime.
- The inspector spoke with parents and took account of their views.
- The inspector viewed documentation, including children's assessment and planning records.
- The inspector conducted a joint observation with the manager and deputy of the setting.

Inspector

Katie Sparrow

Full report

Information about the setting

Mother Goose Day Nursery opened in 2007 and is privately owned. It operates from a converted house in Carlisle, Cumbria. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 7.30am until 5.30pm, all year round, except on bank holidays and for one week at Christmas. Children attend for a variety of sessions. Children are cared for in five rooms, over two floors and have access to an enclosed outdoor play area. There are currently 98 children 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 17 staff working directly with the children, 16 of whom have an appropriate early years qualification. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- inspire and support children even further to explore their ideas, for example, by staff using a greater range of questions
- strengthen the role-play facilities, by providing a greater range of resources and visual aids, to enable children to explore their imaginative skills further.

Inspection judgements

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

Staff have a secure understanding of the Early Years Foundation Stage and how children learn. As a result, children make good progress in their learning and development. Staff complete observations of the children, supported by photographs that are used as evidence for tracking, as well as helping staff identify next steps in children's learning. Staff make weekly plans that are informed by these next steps, so that children enjoy a wide range of activities linked to their individual needs. Each child has a development profile, which includes the observations, identified next steps and tracking and assessment records. This information is shared with parents very regularly. For example, parents are given their child's record to take home each week and are encouraged to make comments, enabling them to contribute ideas and be involved in their child's learning. Parents are also invited into the nursery for formal progress meetings. This gives parents and key persons an opportunity to discuss in more detail the children's progress, any new interests or achievements and jointly identify any new next steps. Staff support parents in continuing

their children's learning at home. For example, story sacks are provided for parents to take home and share with their children.

The quality of teaching is very good. Staff are skilled at using a range of questions and techniques to encourage children to think and explore their ideas. For example, a member of staff notices children playing with a space ship. She asks lots of questions about where the space ship is going and what the different parts do. She uses a wide range of techniques during her interaction. For example, she models being a thinker as she says 'hmm, I'm not sure what this bit does, do you know?' showing she does not know and encouraging children to help her solve her problem. However, some members of staff miss opportunities to use a range of questions that support children to think, explore and extend their learning. Children across the nursery have access to a wide range of interesting resources and activities. Children in the baby room enjoy exploring with a range of sensory items of different shapes and textures. For example, they touch and feel sponges, whisks and soft fabrics. Babies and young children enjoy the interaction from staff. They play with puzzles together, making some of the noises of the animals they can see. Children delight in the praise they receive, recognising the effect of their actions. Children in the two-year-old room enjoy water play with a range of tools to support their explorations. For example, they have access to long tubes, funnels and other pouring and measuring utensils, supporting children's mathematical development. In the construction corner, staff display images of different buildings from around the city that are familiar to the children. These images help to inspire children during their construction play as well as supporting their awareness of their local community. Children learn about the wider world during planned activities, such as Chinese New Year. Children make colourful dragons and enjoy trying some traditional dishes, such as noodles. Children in the pre-school room have many opportunities to practise their mark making and early writing skills. For example, labels are displayed all around the nursery, that have been written by the children and novel writing tools in the mark making corner encourage children's participation. The older children enjoy using their imagination, as they are heard making up scenarios and inviting one another to join in. However, there is scope to extend the range of resources and visual aids in the role-play corner in the pre-school room, so that children are able to explore their ideas and imaginative skills.

Children and their families who speak English as an additional language are made welcome in the nursery. Staff use dual language labels throughout the nursery and ensure those children who speak little English are supported with visual aids. Parents and some of the older children help to translate words to support communication for the other children. Children with special educational needs and/or disabilities are supported well. Staff work closely with the other professionals involved in the care and development of the children and use all the information received to devise and implement individual development plans for the children. Staff keep parents well informed of their children's progress, sharing observations daily and using information from parents to support development within the nursery. Staff also work in close partnership with the other early years settings the children attend. For example, key persons liaise with staff at the school nurseries children attend to discuss current progress and next steps. This sets firm foundations for the children's transition to school. Staff ensure that all children are emotionally and developmentally prepared for their move to school. Staff talk to the children about their move and read stories to help children prepare, emotionally, for this new change. Pre-

school children are invited to engage in more focussed activities, such as phonics activities and children are supported to be independent where possible. This helps children have the necessary skills needed for their next stage in learning.

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

Children share very positive relationships with the staff that care for them. Babies and young children form strong attachments with their key persons, who provide personalised care for each child. For example, detailed information is gathered from parents when children first start and key persons follow this information closely. This helps babies and young children to develop a sense of belonging within the nursery. Staff are sensitive to babies' needs and respond to them with smiles and affection. The staff engage well with children and are always nearby if they need support. This results in children feeling confident to explore their environment. Children behave well and play harmoniously together. They develop wonderful friendships and demonstrate empathy from a young age. For example, children are seen comforting their peers when they are sad or have hurt themselves.

Children demonstrate a good understanding of the importance of healthy lifestyles and good hygiene from a young age. All children follow the hand washing routine, which involves singing a song that reminds the children of the importance of clean hands. Staff talk to the children regularly about healthy lifestyles. As a result, children show a wonderful understanding, for example, one child says, 'you need to drink lots of water so you don't become dehydrated'. Children develop their large muscle movements as they use a range of equipment during outdoor play. They steer, pedal and push along on tricycles and use their arms to push wheelbarrows across the bumpy stones. Different surfaces for children to balance on, help develop good physical skills as well as supporting children's understanding of keeping safe. They use their arms to stay balanced in order that they do not fall off. Visits from the local police and fire service support children's awareness of those who help us and safety outside the nursery.

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

Robust safeguarding procedures and staff's firm understanding of safeguarding help to keep children safe. Staff are clear on the actions to take should they have any concerns about a child. The provider is the designated safeguarding officer who takes the lead in dealing with any concerns. She ensures all staff members are clear on their role of safeguarding children, for example, through ensuring training is up to date and keeping staff aware of changes to the Local Safeguarding Children Board guidance during team meetings. There are clear recruitment and vetting procedures to check staff suitability, so that children are cared for by staff that are suitable to do so. Risk assessments are carried out on all areas used by children and for outings undertaken. The environment is well organised, enabling children to freely access resources and make choices in their play. There are suitable places for children to relax and eat comfortably.

The staff team work well together and share an enthusiasm for their role in providing

good quality care and education for the children. This is reflected in the happy and welcoming environment and strong practice. Formal supervisions and staff appraisals helps the provider and manager to monitor staff's performance, areas for development and provide opportunities for joint discussions about staff's professional development. There are many opportunities for staff to attend training, as the manager is aware of the positive impact this has on the staff as well as the service offered. The manager monitors practice to help ensure continuous improvement of the setting. She regularly observes staff and monitors closely children's development. For example, she collects the next steps identified by key persons to ensure these are used to inform planning. All staff contribute to the self-evaluation as well as comments from parents and feedback from the local authority early years advisers.

Staff share positive relationships with parents who are made to feel welcome in the nursery. There is much information available on the parents' notice boards outside each room. They are full of information that specifically relates to the children in each room. For example, information on weaning is displayed on the baby room notice board. There is a good regular two-way flow of information that further enhances the good partnerships in place. Staff work in close partnership with the other professionals involved in the care and development of the children attending. For example, key persons attend meetings with speech therapists and local authority special educational needs coordinators, to share information and contribute to a collaborative way of working to support children's individual needs.

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

Unique reference number	EY350601
Local authority	Cumbria
Inspection number	849488
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	98
Name of provider	Mother Goose Day Nursery Ltd
Date of previous inspection	05/09/2011
Telephone number	01228 536454

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

