

# Mother Goose Nursery - Greendale Field Ltd

Mother Goose Nurseries, 65 Green Dale, London, SE5 8JZ

<b>Inspection date</b>	20/05/2014
Previous inspection date	04/11/2010

<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		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

- Staff provide exciting learning opportunities for children in the outside areas. Children are active as they explore the environment and use resources confidently.
- Staff demonstrate good knowledge of the areas of learning and plan effectively to support children's development. Staff know children well and clearly identify the next steps in their learning.
- Staff provide a positive and caring approach to children and, as a result, children are learning to consider others' needs and think about how they can help others.
- Partnerships with parents are strong. Parents feel involved in many aspects of the nursery and enjoy good partnership working with staff.

### It is not yet outstanding because

- Sometimes, the large group size at snack time in the pre-school room means that not all children fully benefit from this social time and the good learning opportunities offered.
- There are some occasions when staff working with younger children do not always allow sufficient time for children to fully consider their answers to question.

## 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 spoke with management, staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documentation including the provider's self-evaluation form, children's development folders, staff records and policies.
- The inspector observed play activities and routines in all areas of the nursery.

## Inspector

Lesley Hodges

## Full report

### Information about the setting

Mother Goose Day Nursery established in 1989 and due to changes to the company status, re-registered in 2006. The nursery operates from a purpose built building in a residential area between the borders of East Dulwich and Camberwell in the London Borough of Southwark. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. All the children share access to a secure enclosed outdoor play area. There are currently 66 children in the early years age range on roll. Children attend for a variety of sessions. The nursery employs 19 members of staff including the chef, domestic assistant and bank staff. Two staff hold Early Years Professional Status and one holds Qualified Teacher Status. The nursery receives funding for the provision of free early years education to children aged three and four. The nursery supports children with special educational needs and/or disabilities and children who are learning 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 group sizes at snack time so that all children can fully benefit from the learning opportunities offered at this time
- provide younger children with more time to respond to questions to develop their thinking skills further.

### Inspection judgements

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

Children make good progress in their learning and development because the quality of teaching is good. All staff have a secure knowledge of the areas of learning. They demonstrate their understanding of how children learn and develop through play and structured activities by providing challenging activities for children. There are good systems in place for staff to observe children and use the knowledge gained to plan for the next steps in their learning. For example, staff effectively monitor children's physical development as they play. They provide a range of different equipment so that children can learn to balance and become confident as they play in the safe environment. Older children learn about numbers and number concepts in a variety of situations. They count how many children are in the playhouse and cut their potatoes into halves and quarters at lunchtime. Children take part in planned phonics activities, which prepare them for the next stage of their learning, for example, going to school.

Staff support children's communication development in a range of ways. Staff in the baby room describe their actions and the children's play so that children can learn new words and become familiar with routines. Older children enjoy chatting with each other as they play. Staff use good questioning techniques with older children to encourage them to think about their play. Staff give older children time to reflect on their morning before they eat their lunch. They talk about what activities they have enjoyed and what they would like to do in the afternoon. This supports their language development and thought processes well. Younger children do not always have enough time to think about their answers to questions to help develop their thinking skills before staff ask the question again or add another statement.

The outside area is a particular strength at this nursery as it provides exciting learning opportunities for all children. Supportive staff encourage children's curiosity as they explore their environment with confidence. Children enjoy messy play on a large scale. They enthusiastically mix sand, mud and water in a child's cement mixer and use their cement to build a skyscraper. Children examine what they have made to decide if the cement is the right consistency before deciding if they need more mud or water. They use foam bricks to build and balance. This type of activity helps children to make links in their learning as they play. Children's exploration of the larger garden area gives them opportunities to learn in all areas. They are learning how to keep themselves safe as they help staff to carry out risk assessments of the area. Children are learning about how to protect their environment. They recycle different materials and re-use resources as they use old milk cartons to water the plants. Children take care of wild flowers and understand that they should not pick them. The two resident hens are well cared for by staff and children. Children collect eggs daily and gently stroke the hens with help from staff.

Staff support children with special educational needs and/or disabilities well as they work in partnership with parents to meet children's developing needs. Visual timetables help all children to become familiar with routines. Choosing boards for stories and songs effectively support babies and young children. This means that all children, including those who are learning English as an additional language can choose their favourite songs and stories if they do not have the language skills to voice their preferences. Staff knowledge of different languages also supports children who are learning English as an additional language.

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

Staff welcome children warmly as they arrive and, as a result, children feel secure and choose their play activities confidently. If children want breakfast, parents are welcome to stay to help them to choose what they want from the healthy choices available. Staff are caring and children have clearly made close bonds with their key staff. Children of all ages demonstrate this in different ways. Babies snuggle into staff for a cuddle and giggle as they play. Toddlers jump up enthusiastically to greet staff when they arrive and older children enjoy sitting with staff at lunchtimes.

Meal times are relaxed and generally provide good learning opportunities for children as they talk about healthy eating. Children learn to consider each other's needs as they ask other children to join them for snack. On occasions, however, learning opportunities are limited as snack groups are too large in the pre-school room. This means that some children are not always fully able to take part in the learning opportunities at this time. Children learn independence skills at lunch times and they serve their own food and pour their water. All children are learning about good hygiene practices and staff encourage babies to wash their hands after messy play. This positive approach to the early development of self-care skills means that children are learning these skills as part of daily routines. Children's daily play in the well-resourced outdoor area further promotes their well-being. For older children, their day begins outside if they choose to play there. Babies spend long periods outside too as staff provide a varied range of resources to meet their emerging mobility needs. For example, babies who are learning to crawl can do so on soft play mats. Staff support them with favourite toys and enthusiastic words to encourage them to move around. Babies enjoy a cuddle when they manage these new moves, which enhances their self-esteem. Older babies use trolleys in a larger area so that they can practise running and walking.

Staff provide a calm and reassuring environment and their consistent approach to respecting others means that children are learning to consider each other's needs. Staff support older children as they think about positive behaviour choices as they play and toddlers comfort each other when they have had an accident. They help staff as they apply a cold compress and staff explain what they are doing to foster a caring environment. Parents comment that arrangements when children move rooms within the nursery are handled well to provide continuity of care for children as they become familiar with new adults. Staff monitor children's well-being when they change rooms to check they are settling in well. They manage room times flexibly so that children can spend time with adults they are more familiar with. This means that children settle easier when they move within the nursery.

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

This inspection was brought forward following a notification from the provider about staff management of baby foods and handling. An incident occurred where a member of staff had not followed correct procedures to prevent contamination of their own food, namely coffee, with baby rice, although, the food was not given to any children. At the inspection, we found the provider investigated the concern fully, completing a thorough risk assessment and recognised the potential implications of staff not following procedures correctly. As a result, staff have been re-trained on the importance of the procedures for safely handling children's food. The provider has reminded staff so they are clear about preparing their own food and drink items in the staff room. Here, she provides a flask of hot water, a fridge and a microwave oven for staff to store and prepare their own meals and drinks. Babies' food products are stored in airtight containers to further prevent potential cross contamination with other food sources. To strengthen practice further, the provider reviewed all procedures for ensuring that staff are aware of children's food

allergies and preferences. For example, children now have coloured place mats to alert staff to any particular dietary needs. Staff in all rooms continuously check that children are not given any items they should not eat and demonstrate a good knowledge of children's individual needs. We are satisfied with the action taken by the provider.

Staff demonstrate a good knowledge of procedures to follow if they have any concerns about children in their care. The safeguarding policy is robust and it covers all required elements. Checks are made on the suitability of staff who have regular contact with children and these include Disclosure and Barring Service checks. The nursery is secure and staff manage entry to the nursery well. This means they identify and check all visitors before allowing them onto the premises.

The provider has a good understanding of the requirements of the Early Years Foundation Stage. They regularly review policies and records are kept efficiently to meet requirements.

The provider carries out regular supervision meetings with staff and conducts annual appraisal meetings. The provider and staff discuss training needs at these meetings, which enables the nursery to provide a continually improving service for children and their families. For example, staff have attended training on providing more varied physical activities for children, which has had a positive impact on this aspect of their learning and development. Further training is planned for staff to extend their skills in supporting children's mathematical development. Staff observe each other as they work with children and this is another effective tool in reviewing staff performance. The provider monitors the nursery to identify areas for development. She plans effectively for change, in consultation with parents when appropriate. For example, she speaks with parents before she purchases particular resources to determine their suitability. The provider monitors children's development folders and reviews how staff observe children. These checks ensure that all children receive individual opportunities to develop in all areas of learning through a variety of activities. The provider has successfully addressed the recommendations made at the last inspection demonstrating a commitment to continuous improvement. The provider's open approach to staff management means that staff feel involved in how they can all improve their skills as a team.

The provider works effectively with outside agencies and there are good links with other nurseries so that practitioners can share good practice. Links with other professionals to support children with special educational needs and/or disabilities work effectively to identify and address specific learning needs. There are strong partnerships with parents. Parents are highly complimentary about the caring approach of staff. They feel well informed about their children's progress as they talk with staff daily and meet more formally on a regular basis. These meetings give parents opportunities to talk about their children's care needs and their learning at home so that staff can use this information in their planning. Parents are particularly enthusiastic about the learning opportunities provided by the outdoor areas. They take part in events to enhance the area, making it an even more exciting place for children to learn.

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>	EY316472
<b>Local authority</b>	Southwark
<b>Inspection number</b>	962169
<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>	47
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Mother Goose Nursery - Greendale Field Ltd
<b>Date of previous inspection</b>	04/11/2010
<b>Telephone number</b>	0207 738 7700

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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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