

Making Miracles Hursley

Hursley Parish Hall, Hursley, Winchester, SO21 2JY

Inspection date

08/01/2015

Previous inspection date

10/01/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children are safe and secure in the nursery because staff arrangements for safeguarding the children are robust.
- Children are welcomed into a warm, friendly setting, where they are valued and included, so are emotionally secure.
- Children thoroughly enjoy their time at the nursery. Children of all ages are happy and confident owing to good relationships established by staff.
- A very good partnership between the nursery staff and parents ensures key information is shared between them, so children's individual needs are met well.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated, so they make good progress.

It is not yet outstanding because

- Staff do not always use skilful questioning techniques to maximise and extend children's learning.
- Children have limited opportunities to access and use technology resources in their play.

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 inspection held discussions with the manager and talked with staff and children.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation including some required records and policies.
- The inspector invited the manager to carry out a joint observation.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Alison Large

Full report

Information about the setting

Making Miracles Hursley registered in 2010. It is one of three privately owned settings. It operates from the main room within Hursley Parish Hall, in the Hursley area of Winchester, Hampshire. The nursery serves a wide catchment area. There is an enclosed garden available for outdoor play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each weekday from 7.30am to 6pm all year round and offers care for children aged from one year old. Breakfast and after-school care is offered to children attending the local primary school and holiday care is offered during school holidays. There are currently 33 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education sessions for two, three and four-year-olds. The nursery employs five members of staff to work with the children. All of whom hold a suitable childcare qualification at level 3 and above.

What the setting needs to do to improve further

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

- enable all staff to support and extend children's learning further, through discussions and asking effective questions to encourage children to think more
- strengthen the educational programme for understanding the world, by increasing opportunities for all children to freely access and use, a variety of technology resources and equipment to fully extend their individual learning.

Inspection judgements

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

Children enjoy their time at the nursery; most arrive confidently, keen to begin their day. Staff support children in making their own choices inside and outside. Children are making good progress, as a result, take part in a varied balance of adult-led activities and free play, which engages their interest. The educational programmes ensure staff offer the children interesting and challenging experiences across the different areas of learning. This helps children to develop the confidence to explore, learn and develop the skills needed for their future learning. However, children's use of technology to support and extend their growing understanding of the world is reduced as staff do not always provide opportunities or resources to promote this aspect of children's learning effectively. Nonetheless, children are very active learners and staff demonstrate a secure knowledge and understanding of how children learn. As a result, children are motivated, and learn to work alongside their peers well. Younger children have lots of opportunities to explore

resources with their senses. They touch and handle toys, discovering how things make a variety of noises and have different textures. They enjoy investigating the selection of books available to them. Staff are good at encouraging children to listen to what they are saying. This contributes to the building of good relationships and children's listening skills, preparing them well for future learning.

Children are able to convey their views and thoughts well, as staff allow them time to talk. They are developing good communication skills chatting happily to both one another and to adults. Staff sit with children and most engage in conversations with them well. For example, there were discussions about the flags of different countries including where the countries are on the map, the weather and colours. Consequently, staff promote children's language skills well overall to extend their thinking, creativity and communication skills. However, some staff are less confident to question and use discussion to extend children's learning further during some activities. This means that they occasionally miss opportunities to encourage children to think and respond at such times. Children are able to access a good selection of resources, such as pencils, crayons to practise their early mark-making skills. Children use their imaginations and create role-play games, excitedly talking to their friends and using the different resources in their play. Children become aware that written words have meaning. For example, adults sit and read books with them and staff teach them how to write their names on their art work. In mathematics, staff use opportunities to encourage children to count and use numbers in a variety of ways, and use early mathematical language during activities.

Staff are skilled at finding out about children's starting points when the children start at the nursery. Staff record good observations in each child's learning journal, and tracking sheets show the progress each child is making. Staff record children's next steps in their learning. Staff identify each child's interest, capability or individual need, and use this information to plan and guide activities. Staff keep The nursery staff have implemented the required progress check for two-year-old children, so they can identify and work with any gaps in children's progress. Staff keep parents well informed about the life of the nursery via the notice boards and through daily chats to staff. They are invited to regularly comment on their child's progress to ensure a continuous learning environment flows from the nursery to home and back.

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

All children are welcomed into the setting and staff teach them to value each other. Young children are actively involved in their play, confidently selecting and exploring resources. They are able to crawl, climb and practise a range of movements in safety. Staff support children to become confident in their daily routines. Children have access to a wide range of stimulating toys and materials, some of which are stored accessibly to allow children to choose freely. This helps promote their independent learning well. Effective systems are in place to manage children's behaviour. Children behave well in relation to their ages and levels of understanding. They learn the nursery rules and respond to staff when they gently remind them that running indoors is not safe. Staff further support children's understanding of appropriate behaviour as they encourage children to share and take

turns during their play. Children are praised and encouraged by the staff, and consequently, are secure and settled, and develop a good sense of belonging. Children relish the outdoor play opportunities for physical play. They have an outdoor area where they have many opportunities to run around, play and get fresh air and exercise. They enjoy using balls, sit-and-ride toys and other equipment to develop their physical skills.

Staff teach children to take responsibility for their own personal needs through the everyday routines. They are encouraged to wash their hands following a visit to the toilet and before eating, and most children do this independently. The nursery provide all meals and snacks for the children and food is cooked freshly on the premises. The nursery have a rolling menu, which contains a good variety of healthy and nutritious food.. Good systems are in place to inform staff of any health or dietary issues the children may have, and staff keep thorough records of accidents and medication administered. Staff support the children to help them settle when they first join the nursery and as they prepare for school. They support the children well to become independent and gain the skills needed to move successfully to the next stage in their learning. Staff develop good relationships with the local schools the children will move on to, and this ensures a smooth transfer, consistency of care and learning, and reassurance for each child.

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

The managers and staff demonstrate a good knowledge and understanding of the safeguarding and welfare, and learning and development requirements and implement them well. Children are secure and happy in the nursery. They progress well because staff monitor the educational provision and address any gaps in children's increasing knowledge and abilities. Children's safety has priority. All staff have attended safeguarding training and know their role and responsibilities for dealing with any child protection concerns that may arise with the children in their care. They have a good knowledge and understanding of how to deal with any allegations. The nursery has a clear safeguarding children policy, which informs parents of their responsibility to act on any concerns they may have about the children. This ensures children's safety is fully promoted. Clear procedures are in place for the recruitment and vetting of staff, which ensures all adults working with children are suitable to do so. Management complete a thorough induction process for new staff to make sure they understand the nursery's policies. Regular staff supervision meetings means that managers can monitor staff's strengths and weaknesses, and offer further training to ensure consistent good practice.

Staff are deployed well and make sure the children are well supervised. Clear records of risk assessment show how staff prioritise safety in all areas both inside and outside. Staff carry out daily checks before the nursery opens, so that all areas remain safe for the children to use. Staff monitor children well and use clear explanations to help ensure that children learn to understand hazards and keep themselves safe. Staff promote equality and diversity well. Staff value children's individuality and work hard to make sure all children are included and their development is supported effectively. Children with special educational needs and/or disabilities, and those learning English as an additional language

are well supported by staff. Systems for self-evaluation, monitoring and evaluating practice are in place to enable the staff to identify their strengths and any area to develop. Parents' and children's views and preferences are also included, to develop and enhance the provision. Parents sign a wide range of agreements when their children first start at the nursery. They are kept fully informed about their child's learning and development via the feedback given each day and the regular sharing of the child's learning journal. The very good relationships staff have with the parents helps all children to succeed. The nursery staff are committed to providing the best quality care and education for all children. Staff have systems in place to link with other providers, where children attend more than one setting, to aid the continuity of children's care between provisions.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY414255
Local authority	Hampshire
Inspection number	832152
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	26
Number of children on roll	33
Name of provider	Making Miracles Childcare Ltd
Date of previous inspection	10/01/2011
Telephone number	02380906340

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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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