

# Mother Goose Corner Nursery

Spring House, Ambury Road, HUNTINGDON, Cambridgeshire, PE29 7FH



## Inspection date

27 August 2015

Previous inspection date

29 November 2011

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Children are excited and motivated by the wide range of interesting and stimulating activities that take account of their learning needs and interests. They are very engaged in their learning and make excellent progress, taking into account their starting points and capabilities.
- The quality of teaching is exceptionally strong. Highly effective managers inspire and motivate staff to develop their existing skills and knowledge. Systems for supporting staff development are excellent. This has a positive impact on practice and on the quality of interaction to support children's learning.
- Safeguarding procedures are securely embedded within practice. Staff fully understand their role and responsibilities to protect children from harm. Adults are vigilant concerning children's safety at the nursery and follow very clear procedures.
- More-able children and those who need extra support and nurturing are challenged to learn at the rate they are capable of. Staff use a wide range of strategies to meet children's specific needs and promote their emotional well-being.
- Highly effective partnership working ensures that parents are successfully involved in their child's learning. Parents are very much included in the planning and assessment of their child and are exceptionally well informed about their child's progress. Staff provide an interesting and exciting range of opportunities and resources for parents to help support their child's learning at home.
- Staff have an expert knowledge of children's abilities and next steps in their learning. Robust monitoring of assessment, both for individuals and groups of children, ensures children receive the relevant help and support they need if required.

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

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

- explore innovative ways to share exemplary practice with other early years settings.

### **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning both inside and outdoors.
- The inspector spoke to staff and children at appropriate times of the day and held a meeting with the manager and registered provider.
- The inspector conducted a joint observation with the manager.
- The inspector viewed a selection of children's learning records, and a range of other documentation, including sample policies, attendance records and the nursery's evidence of self-evaluation.
- The inspector checked evidence of the suitability, qualifications and training certificates of staff working within the nursery.
- The inspector took account of the views of a small selection of parents spoken to during the inspection.

### **Inspector**

Ann Hornsby

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children flourish during their time at nursery. Children make very good progress because skilled staff have a secure knowledge and understanding of how young children learn and are passionate and committed to their role. Babies are sensitively nurtured. They thrive as they explore sensory experiences. They investigate and learn about different materials and textures as they explore the objects in the treasure baskets. Toddlers giggle with delight in feeling the sand run between their fingers. Pre-school children are extremely well prepared for school. They are interested in reading and writing and confidently write their name. Staff are skilled at listening and talking to children to promote their speech and widen their vocabulary, including children who speak English as an additional language. There are excellent opportunities to spend time in the nature garden where children learn the value of vegetables as part of a healthy diet. Through such activities and experiences, children learn about the food cycle and learn to see the purpose in planting and growing their own food.

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

Superb arrangements to care for children support their well-being. Children settle very quickly and form strong bonds and caring relationships with their key person. Staff are excellent role models and have high behavioural expectations. They provide clear, consistent boundaries and praise children's achievements which boosts children's confidence. As a result, children behave extremely well and are motivated to learn. Children are encouraged to be independent and to persist with activities. For instance, children help lay the table and serve their own food. This helps them prepare in readiness for school. Exceptional support is offered for children with special educational needs and/or disabilities as staff work closely with multiagency workers and adults excel at meeting their specific needs. As a result, children make excellent progress from their initial starting points and the achievement gap narrows rapidly.

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

Inspirational leadership has resulted in a strong commitment to continuous improvement. There are plans to share outstanding practice with other settings. Rigorous evaluation of the quality of provision, practice and children's progress ensures that identified gaps in children's learning are narrowing. This stems from the commitment to provide a high-quality early learning experience. Highly effective arrangements for recruiting new staff, for supervision and checking staff performance lead to a high level of consistency of practice across the team. Training is a key strength and is vigorously promoted and effectively targeted to develop staff's skills with measurable impact on children's achievements, such as the recent focus to develop children's speech and language skills. Parents highly value the service provided. Particular praise is given to children's records of learning, shared and daily conversations which keep them very well informed. Excellent partnerships with other professionals ensure children's individual needs are superbly met.

## Setting details

<b>Unique reference number</b>	EY426104
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	852648
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	96
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Valerie Jean Taylor
<b>Date of previous inspection</b>	29 November 2011
<b>Telephone number</b>	01480451874

Mother Goose Corner Nursery was registered in 2011. The nursery is open each weekday from 7.30am to 6pm, excluding a week over Christmas. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. Of the 20 staff who work at the nursery, 14 hold relevant qualifications at level 3. In addition, two hold a relevant qualification at level 6, one of which is an Early Years Professional.

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