

# Mad Hatters Day Nursery Ltd

2 Tanworth Lane, Solihull, B90 4DR



<b>Inspection date</b>	22 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children make good progress. Staff are good teachers and provide a varied curriculum for children. Staff successfully promote children's individual learning needs.
- Children with special educational needs and those who speak English as an additional language progress particularly well. Staff offer the support and help needed to ensure they are beginning to catch up with their peers.
- The nursery is bright, welcoming and stimulating. A range of resources, toys and equipment is available that meets the needs of the children attending. Children are confident, motivated and keen to play and explore.
- Staff are kind, caring and friendly. They get to know children and their families well from the outset. Children are happy, settled and relaxed. Children comment that they enjoy their time at the nursery.
- Partnership working is good. A two-way flow of information about children's care and learning is established between parents, professionals and other providers. Children benefit from good continuity between all of the different settings they attend.

### It is not yet outstanding because:

- The manager does not look carefully enough at the progress made by different groups of children.
- The manager does not yet make the most of evaluation processes. She does not reflect closely enough on the quality of teaching, or consider possible ways to raise the standards to consistently outstanding.

## What the setting needs to do to improve further

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

- extend the monitoring systems to include looking at the progress made by different groups of children and use the information gained from this to promote all children's attainment at the highest levels
- reflect more closely on the quality of teaching and consider ways to further raise the standard to outstanding.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is ambitious and aspires to continually develop the practice within the nursery. She clearly understands her roles and responsibilities. This helps to ensure that children's safety, welfare and learning are promoted at a good standard. The majority of staff are well qualified. Managers oversee practice and ensure staff benefit from plenty of opportunities to build on their knowledge and skills. This has a positive impact on the good quality care and education they offer. The arrangements for safeguarding are effective. Managers and staff are clear about recognising the signs and symptoms of child abuse. They know what to do if they are worried about a child and understand their responsibility to act on safeguarding concerns. This helps to protect children from harm.

### Quality of teaching, learning and assessment is good

The manager has a good overview of the progress individual children make. Staff have high expectations of children and use this to ensure all children are making good progress. For example, babies delight in experiences where staff encourage them to explore different materials and sounds. They support them to have a go and experiment with using the resources in different ways. This helps to build on their exploratory impulses and understanding of the wider world. Toddlers enjoy making marks, singing and sharing stories with staff. Staff ask questions, name objects and encourage them to repeat words and sentences. This helps to build on their communication and language skills. Older children benefit from opportunities to expand their creative and mathematical skills. Children spend time building towers. Staff encourage them to think about the shape, size and number of bricks they need.

### Personal development, behaviour and welfare are good

Children's physical well-being is promoted well. Staff teach children about keeping themselves healthy and well. Children have opportunities to make healthy menu choices and help prepare and serve their meals and snacks. Staff use opportunities to talk to children about the importance of eating well. All babies and children are provided with plenty of fresh air. They begin to learn about the importance of exercise. They practise their physical skills as they climb, balance and move in different ways. Children's emotional well-being is promoted. Staff find out about children's backgrounds, languages and cultures. They help children to learn about each other's similarities and differences. Children are celebrated and valued, which helps to promote their self-esteem.

### Outcomes for children are good

All children make good progress, including children with special educational needs and children who speak English as an additional language. All children who benefit from funded education also progress well. Children behave well. They listen to instructions and enjoy the responsibility of helping their teachers. Children respect each other. They learn to negotiate with others and play well together. Children are quickly becoming independent. They confidently express themselves and make their own choices about what they want or need. Children swiftly become successful learners who develop the key skills required to support their move on to the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY477168
<b>Local authority</b>	Solihull
<b>Inspection number</b>	977714
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Mad Hatters Day Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07503537301

Mad Hatters Day Nursery Ltd was registered in 2014. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year around. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports disabled children, those with special educational needs and children who speak English as an additional language.

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