

# Mayfield House Kindergarten

275 Marlpool Lane, Kidderminster, Worcestershire, DY11 5DA



## Inspection date

1 March 2016

Previous inspection date

30 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Arrangements for supervision are not robust enough to continually monitor and develop the quality of staff's practices.
- Some children are not sufficiently challenged because staff do not use assessments effectively to find out what they need to learn next.
- Staff do not do enough to help all children understand the reasons for good hygiene practices.
- Staff have not identified successful ways to support parents effectively to guide their children's learning at home.

### It has the following strengths

- Children are warmly welcomed into the stimulating kindergarten environment. Their work is prominently displayed and this helps children to feel valued and develop a sense of belonging.
- Children form secure attachments with their key person. Staff provide appropriate praise and encouragement, effectively raising children's self-esteem. Children explore their environment freely and demonstrate good levels of confidence.
- The manager and staff have made some positive changes to improve children's welfare since the last inspection. All staff have attended first-aid training and the manager keeps them informed about changes in legislation.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
■ provide staff with the monitoring, support and supervision they need to identify their individual training needs and improve their practice	31/03/2016
■ improve the observation and assessment procedures and use the information to plan challenging activities that enable all children to make the best possible progress.	31/03/2016

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

- provide more opportunities for children to learn about the reasons for good hygiene practices
- find ways to successfully guide all parents in their support of children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of all staff.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector reviewed written information provided by parents.

### Inspector

Rupinder Phullar

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. The manager and staff understand the procedures to follow to protect children from harm. Suitable procedures are in place for the recruitment and vetting of staff. The manager ensures that physical risks in the setting are assessed and potential hazards are minimised. This helps to protect the welfare and safety of children. However, arrangements for the supervision of staff are not yet robust. Staff's performance is not regularly monitored to effectively identify any development or training needs that must be addressed, in order to raise the quality of teaching. The manager includes the views of parents and children as part of the self-evaluation process. However, staff do not successfully support parents to help guide their child's learning at home.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable, meaning that some aspects of children's learning are not addressed precisely enough. Staff do not consistently provide stimulating activities that include good levels of challenge for all children. Staff do not plan effectively for babies, so that they consistently make good progress in their learning and development. Gaps in children's learning are not closing rapidly enough. Toddlers enjoy playing with the train tracks and learn to solve simple problems as they put the pieces together. Children's literacy skills are developing appropriately overall. Pre-school children listen to stories and they are encouraged to predict what happens next. This helps children to recall what they know and consolidate their learning. Children take turns to share their ideas and develop their imagination and creativity. For example, they tell their peers that they would like to, 'Fly to the moon'. Children follow instructions as they explore how to use technology to retrieve images and information. Staff frequently praise children and motivate them to keep trying.

### **Personal development, behaviour and welfare require improvement**

Children enjoy healthy meals and snacks throughout the day. Children are active outdoors each day and go on regular outings in natural environment. They use an appropriate range of equipment which helps develop their physical skills. However, staff do not give children enough help to understand why good hygiene is important to their health and well-being. Children are encouraged to feed themselves and put their coats on, so they gain independence. Children are aware of the expectations for their behaviour. Staff praise children's achievements, building on their confidence and good self-esteem. Children form close bonds with staff. Babies are comforted and reassured if they become unsettled. Children are emotionally well prepared for the move to a new room or school.

### **Outcomes for children require improvement**

Most children make some steady progress from their starting points. They develop friendships with their peers and make choices in their play. Pre-school children are developing their confidence and self-help skills. Children are gaining some of the skills they need for their future learning but identified gaps in learning are not closing rapidly enough for all children.

## Setting details

<b>Unique reference number</b>	205436
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	864098
<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 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Heidi Munday and Erica Munday Partnership
<b>Date of previous inspection</b>	30 March 2009
<b>Telephone number</b>	01562 824100

Mayfield House Kindergarten was registered in 1991. The kindergarten opens from Monday to Friday, all year round, except bank holidays and one week at Christmas. Sessions are from 7am until 6pm. The kindergarten employs 12 members of childcare staff. Of these, one has Early Years Teacher status and eleven others are qualified at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

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