

# Mad Hatters Day Nursery Ltd

2 Tanworth Lane, Solihull B90 4DR



<b>Inspection date</b>	14 September 2018
Previous inspection date	22 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The provider and staff have worked well to sustain the good quality of the provision. They consistently review their practice and make changes to maintain continuous improvements to raise the outcomes for children. Staff, parents and children contribute to the self-evaluation process.
- Staff provide stimulating learning opportunities for all children. They make accurate assessments of children's development and plan effectively for further learning. Children receive effective support to make good progress from their starting points.
- Children's behaviour is good. They understand the behavioural expectations of the nursery and they learn to have regard for other children. They develop a strong awareness of diversity through first-hand experiences and planned activities.
- Children feel at home in the welcoming and inviting environment. They have access to many interesting features, for example, a cosy library, a well-placed 'bus stop' and a good selection of natural resources support their learning about the wider world.
- The partnerships with parents are very strong. Parents value the close relationships staff build with their children. They receive consistent information about their children's progress and events at the nursery.

### It is not yet outstanding because:

- Staff do not provide enough opportunities for children to develop their thinking skills.
- Staff do not consistently adapt activities to children's stage of development so that they learn at their own pace.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their thinking skills
- provide more opportunities for children to learn at their own pace.

### Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning. The inspector carried out joint observations of activities with the deputy manager.
- The inspector held meetings with the provider, who is also the manager of the nursery, and the deputy manager, and discussed the self-evaluation process.
- The inspector looked at a sample of documents required for the efficient running of the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with a number of parents and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of leadership and management is good

The management team provide effective support for staff to fulfil their roles. They undertake regular observations of staff practice and offer training opportunities for all staff to enhance their skills. For example, staff have attended training in language promotion and this has resulted in higher levels of achievement for children. Self-evaluation is embedded and the provider makes good use of suggestions to raise the quality of the provision. The provider has effectively addressed the recommendations set at the last inspection. For instance, they have strengthened the monitoring of groups of children. This ensures they make timely referrals and implement specific strategies to promote the good progress of all children. Safeguarding is effective. Staff have a good understanding of their responsibilities to protect children and to keep them safe from harm.

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

Staff provide rich learning experiences for children and they plan a wide range of activities in all areas of learning. For instance, staff promote the recognition of a range of fragrances with pre-school children. They include good levels of challenge for children to smell a selection of herbal teabags and to identify their preferences. Staff maintain a flow of conversation while they link children's learning to home experiences. They look at books chosen by younger children and read stories to them. This promotes their listening and attention skills effectively. Children have opportunities to learn outside and they focus during simple experiments, such as simulating the eruption of a volcano. Staff consistently observe what children can do and assess how to best maintain their progress. They provide daily feedback to parents about their children's learning. Staff include ideas for the next steps to follow on from activities parents implement at home.

### Personal development, behaviour and welfare are good

Effective key-person arrangements help children to be confident. Children have many opportunities to play imaginatively indoors and outside. They develop good skills while they play with a range of resources, including a selection that reflect various cultures and disabilities. They play well together, take turns at sharing resources and learn about safety during play activities. They enjoy nutritious meals and engage in physical exercise, which helps them to learn about healthy lifestyles. Children receive care in a secure environment and staff promote children's emotional well-being extremely well.

### Outcomes for children are good

All groups of children are making progress within the typical range of development for their ages. They develop skills in making marks, for example, they draw self-portraits. Children have access to a wide selection of books and even older babies choose favourite books and are engrossed in these. All children develop independence skills. Younger children feed themselves using cutlery and older children take responsibility for their toileting routines. Children develop good skills in preparation for the next stage in learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY477168
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10075926
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Mad Hatters Day Nursery Limited
<b>Registered person unique reference number</b>	RP902392
<b>Date of previous inspection</b>	22 March 2016
<b>Telephone number</b>	01217458608

Mad Hatters Day Nursery Ltd registered in 2014. The nursery employs 12 members of childcare staff. All are qualified at level 3, level 4 or level 6. The opening hours are from 7am to 6.30pm, all year round, except for bank holidays. The nursery provides funded early education for children aged three and four years.

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