

MadHatters Pre School Nursery

55a Nelson Street, SCARBOROUGH, North Yorkshire YO12 7SZ



Inspection date	29 August 2019
Previous inspection date	8 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- Members of the management team closely monitor what staff do. They complete observations of practice to help assess the quality of teaching and learning. The manager evaluates this information to help her identify any areas to improve. She holds regular meetings with staff to set targeted training and professional development plans.
- Staff complete accurate observations and assessments of children's learning. They plan effective education programmes and interventions to help address and close any gaps in a child's development. Managers review these findings with staff and refer children to external professionals, where required.
- Children benefit from the friendly and warm atmosphere that staff create for them. They build strong attachments with their key person, which helps to support their emotional well-being. Children feel welcome, safe and secure.
- Staff are excellent role models to children. For example, staff working with younger children are sensitive and attentive towards their individual needs. Staff working with older children are 'bubbly' and provide them with meaningful praise for their good work. This helps to keep children motivated in their learning.
- Some staff do not work as effectively as they could with parents, to engage them fully in their child's learning and suggest ways to help support this at home.
- Staff working with younger children do not consistently recognise ways to help to promote their independence and physical development, for example during daily routines.

What the setting needs to do to improve further

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

- ensure all staff engage parents highly effectively in their child's learning and suggest ways to support this at home
- strengthen strategies that staff working with younger children use, to promote children's independence and physical development consistently.

Inspection activities

- The inspector completed a tour of the premises with the manager.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. She completed a joint observation with the manager and took account of the manager's evaluation.
- The inspector held discussions with, and considered the views of, parents, staff and children during the inspection.
- The inspector held a meeting with the manager at a convenient time during the inspection. She reviewed a sample of documents including policies, procedures and other records regarding health and safety.
- The inspector reviewed the suitability checks and vetting arrangements in place for all staff working on the premises.

Inspector
Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team makes good use of robust safeguarding policies and procedures. Staff confidently recognise the signs and symptoms of abuse. They understand how to respond to and report any concerns about a child's welfare. Staff keep up to date with safeguarding training. This helps them to understand wider child protection issues. The manager ensures rigorous risk assessments are completed to ensure children's safety, both in the setting and during outings.

Quality of teaching, learning and assessment is good

Staff understand how children learn best. They know when to sit back and allow children the freedom to explore and work things out for themselves. This helps to keep children interested and engaged in their learning. Children develop good mathematical skills. They make predictions and test their own ideas as they measure the length and distance their vehicle and ball have travelled. Children independently work out which items have travelled the furthest. Staff working with younger children are skilled at supporting their emerging communication and language skills. For example, they provide children with bubble wands and model how to control their mouth to blow bubbles. Staff understand that this helps to build the strength and muscles in and around a child's mouth. They sing nursery rhymes and play games to encourage children to babble and imitate different sounds. Children enjoy listening to music and learn how to complete actions and move their body to the rhythm and beat.

Personal development, behaviour and welfare are good

Children's behaviour is good. They are considerate towards others, wait patiently for their turn during group activities and delight in their friends' achievements. Children are confident and have high levels of self-esteem. Older children develop good independent self-care skills. For example, they find their own name tags to register that they have had their morning snack. They learn to take care of their personal hygiene and know to wash their hands before mealtimes. Children pour their own drinks and help to serve meals. They learn about the different people who live within their community and the various jobs they do to help us. This helps children to develop their understanding of the world beyond their own experiences. Children thoroughly enjoy the time they spend outdoors in the fresh air. They access the outside play area and visit local parks and amenities.

Outcomes for children are good

Children are making consistently good rates of progress. Those who speak English as an additional language are well supported and acquire good communication and language skills. Children develop good literacy skills. They enjoy helping to read and can confidently recall familiar stories. Younger children help to turn pages in books and delight in looking at the pictures. Older children learn how to recognise their own names when they find these during registration. They practise their mark-making skills using a range of creative crafts and practise writing their name. Children acquire the skills that they need in preparation for their future learning and eventual move to school.

Setting details

Unique reference number	EY444943
Local authority	North Yorkshire
Inspection number	10075149
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 5
Total number of places	34
Number of children on roll	26
Name of registered person	Madhatters Early Years Care Ltd
Registered person unique reference number	RP535177
Date of previous inspection	8 January 2016
Telephone number	01723 448 403

MadHatters Pre School Nursery registered in 2012. The nursery opens Monday to Friday all year round, except for bank holidays and one week between Christmas and New Year. Sessions are from 8am until 6pm. The nursery employs 10 members of childcare staff. Of these, the manager holds a relevant level 5 qualification, five members of staff hold a level 3 qualification, and two hold a relevant level 2 childcare qualification. The nursery offers funded early education places for two-, three- and four-year-old children.

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