

# Inspection of Mayo Kindergarten

28 Mayo Street, COCKERMOUTH, Cumbria CA13 0BY

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Inspection date: 20 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children at Mayo Kindergarten are happy and show that they feel safe and secure. They enjoy wonderful relationships with their key person and the staff they regularly see. Children engage confidently with staff, their peers and new visitors to the setting. They share their experiences positively and recognise what makes them unique.

Staff show high expectations of children and what they can achieve. For example, children are supported to identify their names on their labelled water bottles. Children show positive attitudes to their learning and enjoy carrying out small tasks. For example, they pour their own drinks and spread butter on their toast capably, using excellent physical skills. Children listen well. They understand and follow consistent rules, for example following the one-way system in the garden when using the wheeled toys. This also helps children to recognise risks and encourages them to manage their own safety and that of their peers.

The new manager is ambitious for the success of the setting. She has a firm vision and shows a strong commitment to her role. Reflective practice is well embedded. Staff, parents and children contribute to the targeted and well-informed development plans. There is a strong team spirit and all staff are invested in the continuous improvement of the setting. The manager has recognised areas to strengthen within performance management to raise the quality of provision to the very highest levels.

## **What does the early years setting do well and what does it need to do better?**

- Staff provide a well-thought-out curriculum that builds on children's interests and what they already know and can do. Teaching is good and staff offer appropriate levels of challenge during play. For example, as children count items for a phonics activity, staff seize the opportunity to introduce number flash cards to challenge children to find the corresponding number. Children develop great confidence in their mathematical understanding.
- There is a strong focus on children's literacy skills and developing a love of reading. Carefully chosen and well-placed books around the environment greatly encourage children's interest in books for both pleasure and information. Staff demonstrate excellent storytelling skills. Their expressions, tone of voice and enthusiasm build excitement for children and greatly promote their concentration skills.
- Staff provide excellent support for children's communication and language skills. For instance, they constantly engage in conversation with children, emphasising key words in their interactions to help enhance children's understanding and speaking skills. Staff regularly introduce new vocabulary. For example, they talk

about carbohydrates at snack time. This also helps children to reflect on healthy options.

- Children benefit from the small-group size. Staff are warm and nurturing and are attentive to children's needs. Children have a strong sense of belonging and positive well-being and self-esteem.
- Parents feel involved in their children's learning and enjoy reading the 'what we did today' notice. Staff also provide information about how parents can continue learning at home. This is linked to the general theme as well as children's individual next steps. Parents comment on the homely feel of the setting as well the friendly and approachable staff.
- Funding for eligible children is used very well to target next steps and ensure a good rate of progress in all areas.
- Partnership working with other early years settings and local schools children also attend is less well established. Although there are very good preparations for children's transitions to school, there is little information shared as an ongoing process to enable all involved to better understand children's needs and development.
- The well-qualified and experienced staff feel valued, listened to and empowered. For example, they implement new skills and knowledge following targeted and informed training opportunities. Staff report on a significant impact on children's engagement and concentration following recent changes to the environment and making resources more accessible.
- The new manager has made some positive changes to the setting and shows a strong capacity to make continued improvements. She provides good support for the staff team. However, systems of performance management do not yet provide the manager with in-depth evaluations of all areas of staff teaching and practice in order to raise the quality to the very highest levels.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff foster children's safety and welfare. The manager and staff attend courses and access online training to refresh their knowledge and understanding of different aspects of child protection. They implement robust policies and procedures to promote children's welfare. Staff are alert to signs and symptoms of abuse and are clear about reporting processes, including if there were any concerns about staff. The manager has received relevant training to support her during recruitment of staff. This helps to ensure procedures are robust and that those employed to work with children are suitable.

## **What does the setting need to do to improve?**

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

- strengthen systems of performance management to provide the manager with more in-depth evaluations of practice, to enhance the quality an outstanding level
- enhance partnership working with other settings and promote more direct information sharing to provide further continuity in children's learning.

## Setting details

<b>Unique reference number</b>	EY334361
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10109737
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Mayo Kindergarten Limited
<b>Registered person unique reference number</b>	RP906512
<b>Telephone number</b>	01900 826212
<b>Date of previous inspection</b>	10 February 2014

## Information about this early years setting

Mayo Kindergarten registered in 1984 and is situated in Cockermouth, Cumbria. The setting is open each weekday from 8am to 5.30pm, all year round. In total, seven staff work at the setting, all of whom hold relevant qualifications. The setting receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Sparrow

## Inspection activities

- The inspector completed a tour of the premises with the manager and held discussions about the early years provision and meeting children's needs.
- A joint observation was carried out and the inspector took account of the manager's evaluations.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of documentation at the setting. This included suitability checks on staff and safeguarding policies.
- A meeting was held between the inspector and the manager to discuss leadership and management arrangements.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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