

Inspection of Mother Goose Day Nursery

76 Wigton Road, Carlisle CA2 7AY

Inspection date: 15 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The dedicated staff are caring and kind. They nurture every child, to help them to feel happy, settled and secure during their time at the nursery. Babies and children are given time to form a special connection with their preferred member of staff before a key person is assigned. This helps to ensure that relationships between staff and children are positive.

Staff promote children's learning and development well. They encourage children to be confident, curious and independent learners. Babies are very determined and persevere when developing new skills, such as using a fork to eat their lunch. Younger children are confident to ask appropriate questions to find out information. For example, they say to staff, 'What are these?' Older children build with a purpose in mind. They source a range of large materials to create a 'tractor' and use mathematical language, such as 'big', to accurately describe the size of the wheels. Children who speak English as an additional language enjoy using their home languages during play. They use gestures to make their needs known and are confident to say some words, such as 'hello', in English.

Children understand the expectations for behaviour. They listen and respond to staff and willingly help with tasks such as tidying up. Children are caring and considerate to others. They offer kind gestures to their friends, such as a hug, a hand shake or a 'high five', to welcome them into the nursery each day. This helps all children to feel included and valued.

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

- Leaders ensure that staff receive regular supervision sessions. They prioritise staff's well-being. They provide them with tools to help them to overcome any challenges, such as a 'survival kit' containing motivational quotes. This contributes towards staff's increased positive energy and enthusiasm within the nursery. The collective support offered to the nursery apprentices is helping them to become confident and competent practitioners.
- Staff spend quality time engaging with children to find out about what they know and enjoy. They use this knowledge to shape children's learning experiences. For example, to extend on children's play with cars, staff present books that feature a variety of transport vehicles. They introduce new words, such as 'dump truck' and 'container truck', to build on children's good range of vocabulary. Furthermore, staff explain the purpose of each vehicle, to enhance children's knowledge and understanding of the world around them.
- Partnerships with parents are good. Staff invite parents to share information about their children's learning from home. They extend on these skills within the nursery. For instance, to link in with children's interest in construction, staff

encourage children to use real-life tools, such as a hammer and screwdriver, to break up ice. This helps to build on children's good physical skills.

- Staff work together with parents and other professionals to ensure that children receive the early help and support that they need. Additional funding is used well to close any gaps in children's learning. The new 'welcome sessions' are helping children to become more confident around others and to develop skills such as good listening, patience and the ability to take turns.
- Children show respect for one another during play. They demonstrate helpful attitudes and happily take on responsible tasks, such as washing the dishes after snack. Staff remind children to be careful, such as when handling China plates. They quickly explain that spillages need to be mopped up from the floor. However, staff do not consistently teach children about the reasons why they need to do this, to help to further extend on their good knowledge of how to keep themselves and others safe.
- Staff provide exciting experiences that inspire babies' natural curiosity. Babies are very eager to explore various materials, such as jelly, using their senses. They are intrigued when staff shake the jelly through a colander to create a 'rain effect' and reach out to catch this using their hands. Babies remember what has been learned and later attempt to recreate the same effects independently.
- The well-qualified staff complete a broad range of training to promote children's safety and welfare. Leaders have recently put plans in place to support staff to extend their good knowledge and understanding of the curriculum. However, this is in the very early stages and requires embedding to enhance staff's good teaching skills further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a culture of vigilance across the nursery. Recruitment and selection procedures are robust and help to ensure that staff are skilled and suitable for their role. Staff complete a broad range of safeguarding training. They have access to a wide array of up-to-date safeguarding information within the nursery. This helps to ensure that all staff have a good knowledge of the procedures to follow to protect children's welfare. Staff take steps to keep children safe. For example, the upgraded entry system is helping to ensure that visitors are carefully monitored and children are kept safe in the nursery. Staff know children well. They respond quickly when children become unwell and follow effective procedures to prevent the spread of infection.

What does the setting need to do to improve?

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

- embed the plans for professional development and focus on enhancing staff's

knowledge and understanding of the early years curriculum, to help to build further on their good teaching skills

- support staff to consistently extend on children's awareness of how to identify and manage risks, to help to build on their good knowledge of how to keep themselves and others safe.

Setting details

Unique reference number	2595840
Local authority	Cumbria
Inspection number	10201999
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 at time of inspection	0 to 4
Total number of places	45
Number of children on roll	69
Name of registered person	Childcare (Cumbria) Limited
Registered person unique reference number	2595839
Telephone number	01228 536454
Date of previous inspection	Not applicable

Information about this early years setting

Mother Goose Day Nursery registered in 2020. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate qualifications at levels 3, 4, 5 and 6 and the remaining two staff are working towards relevant early years qualifications. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a meeting with the provider and the manager.
- A sample of documents was viewed by the inspector, including policies and procedures, and evidence of staff's suitability, qualifications and training.
- The inspector spoke to a number of parents and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021