

Inspection of Mayfield House Kindergarten

275 Marlpool Lane, Kidderminster, Worcestershire DY11 5DA

Inspection date: 27 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this homely environment. They form close relationships with staff and their peers and actively include them in their play. Children are confident and chat happily to visitors and staff.

Children work well together to solve problems and carry out daily routines. Younger children play with trucks. They consider how to push the trucks up a slope without them rolling back down. Older children help to lay the table at lunchtime. They work together to make sure they have enough cups and cloths for each of the children.

Children's literacy skills are promoted well. Older children are able to recognise their own names and those of their friends. All children enjoy looking at books and listening to a story. Babies and younger children point to familiar objects and begin to turn the pages. Older children talk about the story and share their own personal experiences. They know that a famous fictional bear only eats marmalade. Staff skilfully extend this concept as they teach children that real bears eat fish and honey. Children watch a recording of bears in the wild who visit people's gardens to look for food and think where the bears might live if they were at nursery.

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

- The provider, who is also the manager, has a clear overview of the curriculum and what she expects children to learn. She observes staff and monitors their practice. She recognises staff's strengths and weaknesses and provides support to staff to help them gain confidence. Although the provider carries out supervision meetings with staff, these do not focus on identifying training needs to help raise the quality of teaching and improve the already good practice.
- Children's behaviour is generally good. They learn to share, take turns, and play nicely with their friends. On the whole, methods of behaviour management are suitable for the ages of the children. However, occasionally, staff do not deal with behaviour in the most appropriate way.
- Staff plan activities based on children's interests and individual next steps for learning. Children make good progress in their learning. They generally enjoy the activities and are eager to take part. They persevere at their chosen task, such as drawing a recognisable picture of the Titanic, until they achieve their goal and proudly show their finished picture to staff and their friends.
- Children enjoy the time they spend outside in the newly refurbished garden. Toddlers transport sand in trucks and experiment as they roll cars and trucks down ramps to see which ones move and which stay still. They negotiate different slopes and surfaces with confidence. Older children balance on a cantilever as they carefully walk across a plank and work out the tipping point.

- Children's health is given high priority. They learn good hygiene practices, such as washing their hands and wiping their nose independently. They sit on specially shaped cushions and foam blocks that help to develop good posture and improve their eating and digestion. Children sleep in cosy beds or relax in a sensory area as they watch twinkling lights and listen to music.
- Children enjoy healthy, home-cooked meals which include fresh vegetables from the nursery allotment. Allergies and dietary requirements are adhered to, and staff work with parents to discuss when and how to make changes to children's dietary needs. Children experience a variety of different tastes and textures in their food. Toddlers talk about the sandwiches they enjoy at teatime. They say that they like egg, tuna, and marmite and cheese. They know that the eggs they are eating come from the chickens in the garden.
- Children with special educational needs and/or disabilities receive good support. Staff understand their individual needs and work closely with outside agencies, such as speech and language therapists, to ensure children make the best possible progress.
- Overall, parents are happy with the care and learning that their children receive. They comment positively about the friendliness and approachability of staff and the provider. However, they feel that they would benefit from even more information sharing to keep them fully informed about where children are in their learning and how they can continue to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend safeguarding training to ensure that they understand their role and responsibility to keep children safe. They can recognise the signs that may indicate that a child is being abused or neglected. Information is readily available to them to find the relevant phone numbers to report concerns should they need to do so. The premises are safe and secure. Robust recruitment and vetting procedures ensure that everyone working with the children is safe and suitable.

What does the setting need to do to improve?

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

- implement more-effective supervisions which recognise staff professional development opportunities and training needs and help raise the quality of the already good practice
- review the current behaviour management procedures and support staff to consistently deal with behaviour in an appropriate manner
- share even more information with parents about their child's learning and support them to continue children's learning at home.

Setting details

Unique reference number	205436
Local authority	Worcestershire
Inspection number	10237995
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	36
Number of children on roll	52
Name of registered person	Heidi Munday and Erica Munday Partnership
Registered person unique reference number	RP911226
Telephone number	01562 824100
Date of previous inspection	22 September 2016

Information about this early years setting

Mayfield House Kindergarten registered in 1991. The kindergarten employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including two who hold level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- A meeting was held between the inspector and the provider, who is also the manager.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the provider.
- The provider and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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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