

Major Minors

Inspection report for early years provision

Unique reference number EY376985
Inspection date 09/02/2009
Inspector Jacqui Lloyd / Joanne Lindsey Caswell

Setting address Chichester Road, Dorking, Surrey, RH4 1LR

Telephone number 01306 876316

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Major Minors opened in 2008 and is privately owned and is part of a larger family of Surrey nurseries. It operates from purpose-built premises in Dorking, Surrey, close to the town centre and main railway station. The nursery is open each weekday from 08.00 to 18.30 all year round. Children are cared for in different age groups. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 44 children aged under five years may attend at any one time. There are currently 49 children aged under five years on roll, some in part-time places. The nursery provides funded early education for three and four-year-olds.

There are nine members of staff, six of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Comprehensive measures are taken to keep children safe and secure. Regular self-evaluation completed by management helps to identify areas for development, which contributes towards ensuring continuous improvement within the nursery. Children benefit from the happy, relaxed atmosphere as staff know them well and are generally aware of their individual needs. As a result, children make steady progress in their learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the systems for monitoring room temperatures to ensure all rooms are maintained at a sufficiently comfortable temperature for all children
- review the format of the daily routine throughout the nursery to enable children to benefit from uninterrupted, child-initiated play and learning and allow them to follow and explore their own interests
- ensure all staff consistently evaluate information gathered from observation, in order to effectively identify and plan for children's individual learning needs

The leadership and management of the early years provision

Regular audits and quality assurance checks carried out by the Nursery Manager and senior management team ensure staff consistently review their practice and identify areas for development. For example, room leaders consider the layout of their rooms and the organisation of the resources and identify any areas for possible improvement. When management identify areas which could be developed further, relevant action plans are put in place and acted upon. Self-

evaluation is generally realistic and takes on board the views of parents/carers as part of the nursery's Parent Link scheme, which offers parents/carers a forum to discuss practice with nursery management and identify areas for development.

Staff exchange information on a daily basis and offer regular opportunities for parents/carers to discuss their children's developmental progress. In addition, information meetings help parents/carers become familiar with the Early Years Foundation Stage programme and recognise how children learn through quality play experiences.

The nursery is committed towards supporting its staff and this is reflected in the company recently being awarded Investors in People status. Although staff benefit from attending relevant training, not all staff are totally confident in adapting the daily routine to support children's learning needs. As a result, some children's learning is interrupted as they are not always given sufficient time to explore their own ideas. Staff set aside regular times to observe children and assess their learning and development. However, the practice for evaluating information gathered through observation is inconsistent between staff. Subsequently, some children's learning is evaluated more regularly and in greater detail.

Good procedures are in place to ensure all staff and students are appropriately vetted and are suitable to work with children. All staff have a very good understanding of their role in safeguarding children and attend regular training to keep their knowledge up-to-date. Comprehensive records, policies and documentation ensure the effective organisation of the nursery and support children's health, safety and welfare. Staff use risk assessments effectively and this ensures children benefit from a safe and secure environment, both inside and outside.

The quality and standards of the early years provision

Children develop a very clear understanding of how to be healthy as staff present themselves as strong role models. Children confidently explain the importance of washing their hands before eating and after toileting to protect themselves from germs. All children benefit from nourishing, nutritious meals and snacks, which incorporate organic ingredients and meal times are regarded as relaxed, social occasions. This helps children to develop very positive attitudes towards healthy eating. Although regular checks are made on the room temperatures, not all staff take appropriate action to ensure room temperatures are sufficiently comfortable for all children.

The outdoor play area is an asset to the nursery and offers a wide range of play and learning opportunities, which staff utilise generally well. Children wear protective 'puddle-suits', which enable them to enjoy outside play, even in inclement weather. This enables children to excitedly explore the melting snow that remains in the garden. The covered area also provides a sheltered space for children to enjoy additional activities whilst still benefiting from fresh air and the outside learning environment.

The nursery has been thoughtfully designed around the needs of children and with safety as a high priority. The low level internal windows enable children to see other children in the neighbouring rooms and children excitedly look through the windows to see their friends and siblings. As a result, children feel very secure within the nursery and this helps them to develop a strong sense of belonging. The transition between nursery rooms is smooth as children are familiar with the different rooms and know the staff well.

Children enjoy their time at nursery and form very positive relationships with staff and their peers. As a result, most children enjoy their learning and make progress, given their starting points. Children develop good social skills and learn to become independent. They make choices in play materials and older children take care of their own needs. Younger children enjoy exploring the range of resources made available to them. For example, babies develop the use of their senses as they undertake heuristic play and explore natural materials and different textures. Older children begin to develop their literacy and numeracy skills as they learn to use language to convey their needs and communicate with others. They see many images of text and printed words on display within the nursery and this helps them to recognise that words carry meaning. Provision for colour, shape and number recognition is incorporated into daily planning.

Children develop a very good understanding of keeping themselves safe. They learn safety routines and are familiar with relevant procedures, such as the evacuation drill. Older children learn to take responsibility for keeping themselves, and others, safe. For example, when sand is spilt on the floor, children recognise it must be swept up to prevent hazards.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.