

Major Minors

Chichester Road, Dorking, Surrey, RH4 1LR

Inspection date	28/05/2014
Previous inspection date	09/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff consistently give the highest priority to safeguarding children and effectively develop children's growing understanding of how to keep themselves safe and healthy.
- The quality of teaching is excellent. Staff have high expectations of children. They model language and use skilful questioning continually to drive children's progress.
- Children display excellent levels of independence because staff encourage and motivate them to do things for themselves as soon as possible.
- The nursery management is highly effective in evaluating and monitoring its performance, and setting plans for improvement to maintain the high standards already achieved.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector read the provider's self-evaluation.
- The inspector spoke to parents, children and staff to gather their views.
- A joint observation was carried out with the deputy manager.
- The inspector observed children in all areas of the nursery.
- The inspector examined a sample of documents, policies and paperwork.

Inspector

Alison Southard

Full report

Information about the setting

Major Minors registered in 2008. It is privately owned and is part of a chain of nurseries run by Major Minors Ltd. 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 7.40am until 6.30pm all year round. Children are cared for in different age groups. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register.

There are currently 71 children on roll, in the early years age group, some in part-time places. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are 12 members of staff, all holding appropriate early years qualifications. The manager has a relevant foundation degree.

What the setting needs to do to improve further

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

- consider making technology resources more readily available to all children throughout the day, to provide opportunities for children to enhance their technological skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff enable children to make exceptional progress in relation to their starting points on entry in this vibrant and stimulating nursery. Consequently, they are extremely well prepared for the next stages in their learning and development. Staff use a highly effective system for observing, assessing and planning for children's next steps in learning, taking into account their particular learning needs. This information is then used to plan activities that support children's individual development and interests. Arrangements for supporting children with special educational needs are exemplary. Staff monitor children very closely so that they are provided with the support that they need in a timely manner. Staff go to great lengths to work with parents and other professionals to ensure strategies are in place to fully support children where needed. As a result of the consistently high quality of teaching, all children, including those with additional needs, consistently make excellent progress relative to their starting points.

The staff provide opportunities for children to experience an excellent balance of adult-led and child-initiated activities. The adults are confident and this allows them to follow and extend the children's interests. For example, one child creates a barrier using sticky tape

and the adult discusses how it could be decorated. Some other children are drawn into the activity and the adult asks some extremely effective questions, which encourage the children to think of ideas and describe what they are doing. She skilfully describes her observations, which causes the children to extend their use of vocabulary, which raises their enthusiasm as they participate.

In outdoor play staff provide children with delightful opportunities to be active and enjoy fresh air. The shared gardens allow siblings and children of all ages to happily play together. The safely-enclosed gardens support not only children's physical development but encourage an interest in nature and creative play. For example, children thoroughly enjoy playing in the mud kitchen baking cakes in the oven, made from mud, grass and water, or caring for vegetables in the herb garden. Inclement weather is not a reason to miss playing outdoors because children use wellingtons and wet weather suits, provided by the nursery. This is a time for children to demonstrate their excellent independence and physical skills, because even the youngest of children are able to put on these items.

Indoors, children enjoy exploring a very good range of creative and physical activities planned by staff. For example, the babies enjoy the sensory experience of mashed potato, while the older children explore the texture of jelly and food colouring mixed in a milk and fairy liquid solution. They create with crayons and pencils, practice cutting skills with scissors and experience music through songs, dance and exploring the sounds of instruments.

Excellent care is taken by staff to provide an educational programme with a extremely strong focus on communication, literacy and numeracy. All staff skilfully include language, which reinforces children's awareness of colour, measurement and quantity in every activity and many conversations. Staff teach children valuable skills ready for the move to school. Children use books independently and enjoy opportunities to listen to stories. Children learn to recognise and write their names. This teaching is enhancing children's opportunities to develop their understanding and language exceptionally well.

Children thoroughly enjoy their time at the nursery joining in planned and independent activities confidently. Staff provide children with a variety of resources to develop an understanding of technology. However, these are not promoted as fully as possible, so children do not choose to use them consistently to practise their technology skills. Children's creations are displayed attractively around the nursery indicating how staff value children's work. This approach encourages positive self-esteem and enables children to feel important.

The contribution of the early years provision to the well-being of children

Children come into the nursery exceptionally eagerly and happy to see their friends. They are greeted by staff in a very friendly manner. They settle extremely quickly from the very youngest child through to the oldest. There is a highly effective key-person system in place throughout the nursery. This means that children are very secure emotionally. Staff plan the day to enable children to take part in activities during family-group time with their

key person and for free-play activities. This enables children to develop their social skills as they learn to share and cooperate with others.

Staff provide meaningful experiences to support children's security and share any concerns they may have. For example, as children move onto school, the role-play area is set up as a school to allow children to work out any anxieties they may be feeling. For the younger children, who will soon be moving rooms, sleep time is carried out on mattresses, to prepare them for the routine of the new room. Low-level windows between each room, allow children to constantly view what is happening in the room next to them. This means children become familiar with staff and the environment from an early age and are extremely well prepared for their next stages of learning.

Staff teach children effective hygiene routines. Children demonstrate an increasing awareness of these. They go willingly to the basins to wash their hands before eating, or when their hands are dirty, with few prompts from the staff. Staff encourage children to use mirrors when wiping their nose, to develop their self-care skills.

Staff make full use of meal time routines. Children enjoy healthy snacks and meals that promote their social skills when they eat together around the table with staff. Staff develop children's independence, with even the younger ones able to use cutlery. Older children build on their self-care skills when they pour their own drinks following guidance from staff. Staff promote children's awareness of healthy eating and hygiene through meaningful conversations during meal times, such as discussions about how germs cause children 'to feel poorly if you do not wash your hands'.

Children build extremely positive relationships with staff and each other. Staff support children's emotional well-being exceptionally well by regularly praising them when a child has done something well, or to reinforce positive behaviour. Staff management of children's behaviour is highly effective because they respond exceptionally well to meet children's individual needs. Older children are taught to solve any issues through discussion. Staff teach younger children to share and take turns. All these strategies contribute to children understanding what is expected of them, so they know how to behave.

Babies sleep in accordance with their needs and their home routines are followed. These are discussed regularly with parents to take into account any need for change as each child develops. Safety is promoted extremely well throughout the nursery. Children are reminded of the need for safety at relevant times throughout the day and children's growing awareness of their own safety needs is very apparent. For example, one child ensures the block platform he is building with friends is safely pushed back together 'so that we don't fall'.

The effectiveness of the leadership and management of the early years provision

The highly motivated management team works exceptionally well together to provide excellent support for staff. The team has an excellent understanding of the requirements of the Early Years foundation Stage and ensure requirements are met to a high standard. This thoroughness helps ensure they provide excellent quality care and learning for children. Safeguarding training is attended by all staff who demonstrate a highly effective awareness of the procedures to follow within the nursery, to safeguard children in their care. Policies are shared with parents to enhance their awareness of the nursery's responsibilities. The nursery has excellent systems to make sure it is safe and secure, including a key fob system for parents and CCTV. As a result, children are safeguarded extremely well during their time in the nursery.

Arrangements for the recruitment and training of suitable staff are very robust. The staff undertake training and adopt a very professional approach to their work, with a fully-qualified staff team and the manager who has undertaken a foundation degree. The positive attitude to improvement begins with the management and permeates the whole team. Several staff are training to enhance their interactions with children. Others are taking part in the 'Wonder Years Project' to raise the quality of experiences for toddlers and babies. This indicates the importance placed on maintaining the high quality of teaching. The management provides a rigorous induction programme followed by on-going training and supervision. This comprehensive programme ensures that staff feel extremely well supported and have secure knowledge and skills to carry out their roles and responsibilities confidently to a high standard.

Self-evaluation processes are extremely robust. Staff, parents and children contribute to the process through a variety of ways. Recently children's views were taken into account to create changes to the stage and playhouse in the garden area. As a result of feedback from parents, management have overseen the installation of improved lighting and driveway access. Partnerships with parents are excellent. Parents attend parent link groups to feedback ideas, parents' evenings to discuss their children's development and information evenings to gain knowledge about the Early Years Foundation Stage. This all provides parents with opportunities to work in partnership with the staff and be involved in their children's learning. There are highly reflective written self-evaluations and development plans. These measures strongly identify the strengths of the nursery and areas to develop and improve. The managers demonstrate a highly pro-active approach to making continuous improvements using the feedback they receive. Management use quality assurance schemes help maintain exceptionally high standards. As a result, management demonstrates an outstanding capacity to maintain continuous improvement.

Highly productive partnerships with other early years providers make a significant contribution to ensuring that the needs of all children are met. For example, teachers from the local schools visit the children before they move to school, in order to build relationships and share information. In some cases, the nursery staff may attend meetings in order to inform them more specifically about how to plan and provide for children with additional needs. Consequently, children's transfers are as seamless as possible because staff provide children with the emotional support they need.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY376985
Local authority	Surrey
Inspection number	829495
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	71
Name of provider	Major Minors Ltd
Date of previous inspection	09/02/2009
Telephone number	01306 876316

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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