The inspection of educational provision for children before compulsory school age

Nursery report on:
Mother Goose Day Nursery

Registered Nursery Education Inspector: Anne Manning
Date of inspection: 13 and 18 November 2008
Contract number: T/030/08N

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Report on the inspection of nursery settings in the non-maintained sector

Name of nursery: Mother Goose Day Nursery
Address: Unit 17 Penley Industrial Estate
         Penley
         Wrexham
Post code: LL13 0LQ
Telephone: 01948 830003
Person responsible for day-to-day management- Bev Healey
Position Nursery Manager

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty’s Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five point scale to record all judgements. Grade definitions are:

Grade 1   good with outstanding features
Grade 2   good features and no important shortcomings
Grade 3   good features outweigh shortcomings
Grade 4   some good features, but shortcomings in important areas
Grade 5   many important shortcomings
1.0 Context of the setting

Context of the nursery setting

Mother Goose Day nursery is a former light industrial unit on the Penley Hall Industrial Estate. The nursery is registered with Care and Social Services Inspectorate Wales to provide Full day Care for 37 children. The date of the last CSSIW inspection was 20 November 2007.

At the time of the inspection there were 60 children on the register ranging from three months to five years of age.
At the time of the inspection there were six children aged three years who were attending the Early Entitlement morning session who would all be eligible for funding from the Spring Term 2009. There are four practitioners who work with the pre school children.
Since taking over the nursery in 2002 the directors have re furbished the premises including an extension to the building providing a new baby room, dining room, utility and staff room.
Whilst the nursery is situated in Wales, it’s very close proximity to the English border means that nearly all children have English as their first language. Two thirds of the children live in Shropshire and the other third live within Wrexham County Borough. Ethnicity is almost exclusively White European and this is reflected in the nursery.
The children attending Mother Goose Nursery come from a variety of backgrounds with the majority of parents in work.
The nursery has an admissions policy and there are currently no children attending Mother Goose Nursery with any additional needs.
The local area is neither advantaged nor disadvantaged.
The nursery is a member of the Day Nursery Association and is registered for the Quality Counts Accreditation Scheme.

2.0 Main findings of the report

2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children’s learning

The quality and standards of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children’s learning.

2.2 Standards achieved by children in the seven areas of learning

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<th>Six areas of learning</th>
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2.3 Inspection judgement on the quality of education provided by the setting

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<tr>
<td>The progress made by the setting in implementing the key issues for action identified in the last inspection report</td>
<td>N/A This is the first inspection by Estyn</td>
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</tbody>
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3.0 The standards achieved by children in the six areas of learning

Standards achieved by 3-4 year-olds and standards achieved by 4-5 year-olds

3.1 Personal and social development, well-being and cultural diversity

**Good features**

Nearly all children are starting to take responsibility for themselves and their own hygiene for example by washing their hands before baking and putting on their own aprons and coats.
Most are beginning to increase their levels of concentration and understand the need to take turns and to share for example when putting ingredients into a bowl and stirring.
All show confidence and they have formed positive relationships with staff and with each other. Most of the children show care and respect for each other and a few are starting to help their friends.
All the children react positively to new experiences including planting bulbs. They enjoy a range of activities and are willing to ask for help.
Nearly all children are starting to recognise appropriate behaviour for different situations and a few are beginning to develop self – control. The children are beginning to develop an awareness of other cultures as they celebrate diversity that is meaningful and within their own experience for example Chinese New Year. The children have opportunities to handle animals from the garden and they are starting to understand that all living things need to be treated with care and respect.

**Shortcomings**
No important shortcomings

### 3.2 Language, literacy and communication skills

**Good features**
All children listen to and carry out instructions for example when tidying away toys. All speak in sentences and ask questions in a confident way. They all enjoy contributing to rhymes and songs often spontaneously and most are able to listen to a variety of stories including traditional tales for example The Enormous Turnip. A few join in with role play during stories. All of them can effectively communicate their needs and preferences to practitioners and can talk about what they are doing. The majority respond to both directed and child initiated activities and most listen carefully to the adults and each other. Most are able to discuss their own experiences and their play when baking or gardening.

All children make confident choices and a few are beginning to express opinions. A few of the children are starting to use comparisons in their language notably when baking. The majority enjoy looking at books both with and without an adult and they can choose books and can handle them correctly and carefully. All children are beginning to understand that written symbols have meaning through books and name labels on the attendance board and around the nursery. Many of the children are starting to recognise their names on coat hooks and on sticks when planting bulbs.

**Shortcomings**
The opportunities for mark making are under developed.

### 3.3 Mathematical development

**Good features**
Many children respond to and are starting to develop an interest in numbers and use them informally during the session. The children are confidently developing mathematical skills and language notably when finding worms and stones when gardening. They are being introduced to
simple fractions when filling plant pots half full of compost.
Many children are able to transfer appropriate number language to other areas of learning for example during baking.
All the children are beginning to understand basic principles when cooking and the varying amounts of ingredients required. Many are starting to develop an understanding of one to one correspondence for example when putting one pastry case in the tin or one bulb in each pot.
All the children can confidently recall and enjoy various number rhymes and songs and through these are starting to understand the concept of one more and one less. All can sort, compare, and sequence when baking and gardening.
All the children are able to count and match spoonfuls of crumble to apple tarts. Many children are starting to recognise simple shapes for example through wall displays and when the children organise themselves into a circle for circle time. All children can create patterns and shapes when printing with pieces of fruit.

**Shortcomings**
No important shortcomings

### 3.4 Welsh language development

**Good features**

All children listen to familiar voices and nearly all children can use appropriate language and repeat a few familiar words and phrases in Welsh.
All children can count in Welsh to three.
The children are introduced to the cultures and traditions of Wales including celebrating St David’s Day.
Practitioners use the Welsh language on an informal basis throughout the session and the children have good access to Welsh books that are freely available in the book corner. The majority of children enjoy looking at books and are able to differentiate between print and pictures.
Most understand more than they can speak and all enjoy Welsh songs and rhymes.

**Shortcomings**
No important shortcomings

### 3.5 Knowledge and understanding of the world

**Good Features**

All the children are starting to understand about food, where it comes from and how it is made through their vegetable growing and their baking.
Nearly all children make confident choices when selecting materials and a few are beginning to investigate.
Most of the children understand the changes in seasons and the weather through discussions and completion of their weather charts and observations of nature in their immediate environment.
All the children have a sense of time as they move through the daily nursery routine and wait for cakes to be baked.
All the children are able to talk confidently about themselves, their homes and families and where they live.
All children know the names of basic parts of the body and are able to understand rubbing butter and flour between their fingers and thumbs.
All children are starting to understand about different places as they walk in the woods and visit the local park and a role-play area enables the children to experience a range of settings.
Many of the children are beginning to appreciate the importance of the environment as they spend time outside in the garden.

**Shortcomings**
No important shortcomings.

### 3.6 Physical development

**Good features**

Nearly all children are starting to develop an awareness of their own bodies. They are starting to move confidently in a variety of ways with increasing levels of confidence and co-ordination using space indoors and outdoors.
Most listen to instructions and can start or stop games when asked to. The majority follow simple rules for example crawling one way through the tunnel.
The children are provided with a range of opportunities both indoor and outdoor to become involved with physical activities and to develop their motor skills when pedalling and steering sit and ride toys.
All the children are beginning to learn how to throw and catch using beanbags.
All children appreciate the differences between running and walking and they have opportunities to climb, jump, balance and slide.
Most children use a range of equipment with growing confidence and in a variety of ways and many are starting to show appropriate control when using small equipment and tools and are developing good hand-eye co-ordination.
They effectively develop their fine motor skills as they thread and make fruit kebabs.

**Shortcomings**
No important shortcomings.
3.7 Creative development

**Good features**

Nearly all children enjoy role play for example in Percy the Park Keepers hut and most are able to extend their imagination into other areas of play and learning. All children mix and arrange basic materials to create their own work for example fruit printing. They all contribute to displays and make confident choices about colour and use a variety of simple techniques. The majority can speak confidently and discuss what they are doing and a few are beginning to express opinions regarding the work of their friends. All children have the opportunity to express moods and feelings through a variety of music and movements as they work with the Music Man who visits the nursery twice every week. They are enthusiastic and the majority respond to suggestions for dance and imitate different movements using their voices to make various sounds. All the children listen to and enjoy rhythm in music with instruments and without. The nursery provides opportunities for the children to differentiate and match sounds.

**Shortcomings**

There are insufficient opportunities for the children to explore and experiment and limited opportunities for them to create their own images.

4.0 The quality of educational provision

The quality of educational provision for 3-4 year-olds and for 4-5 year-olds

4.1 The quality of provision for children’s spiritual, moral, social and cultural development

**Good features**

Mother Goose Nursery has clear aims regarding values and principles that are integrated into the running of the group. The curriculum and day to day life in the nursery is supported by appropriate policies and procedures that are made known to practitioners and parents. Practitioners encourage positive behaviour and to differentiate between right and wrong and to apologise when appropriate. The majority of children work well together within a clear framework and a few are starting to co operate for example when baking or looking at books and they are beginning to understand the need to help each other. Practitioners treat the children on an individual basis with equal concern and there is mutual trust and respect for diversity. Many of the children are able to discuss their likes and preferences and a few are beginning to appreciate the views and feelings of others. Meaningful multi cultural activities and celebrations are integrated into the experiences of the children and they are introduced to the cultures and traditions of Wales.
Practitioners use the Welsh language on an informal basis throughout the session and the children have good access to Welsh books. All the children understand and can use a simple range of words and they enjoy singing songs and rhymes.

**Shortcomings**
No important shortcomings

### 4.2 The quality of planning for children's learning

**Good features**
A weekly activity planner effectively identifies the routine in the nursery. The planning is flexible to take into account the weather and the needs and interests of the children. Plans provide equality of access and opportunities for all the children. The planning follows the format of the Wrexham Early Entitlement Team and links to the requirements of the Foundation Phase. Planning promotes racial equality and respect for diversity. The plans include the development of the Welsh language and provide a balance of child led and adult initiated activities, and promote the children’s moral, social and cultural development. The medium term plans are displayed on the wall of the room. The planning includes use of resources to support the children’s learning experiences and there is a mix of enhanced and focussed provision.

**Shortcomings**
Planning for continuous provision is insufficient as it does not cover all the areas of learning.

### 4.3 The quality of teaching

**Good features**
The four practitioners who work with the pre – school children are qualified with the senior practitioner a qualified teacher. Two are qualified to level 3 and one to level 2. The quality of teaching is good and the practitioners have high standards and expectations for the children’s progress. A teacher from the Wrexham Early Entitlement Team regularly visits the nursery to provide valuable advice and support. The Music Man makes twice weekly visits to the nursery to extend the learning of the children. Practitioners use appropriate methods and groupings of the children to promote their skills and use good questioning techniques to reinforce their knowledge. They provide good opportunities for the children to learn through play. Practitioners are aware of their roles and responsibilities and share the daily routines. Practitioners effectively use a range of resources to support their teaching and they continually move around the activities to facilitate learning.
They know the children in their care well and have good relationships with them. They spend time with the children offering them plenty of praise and encouragement. The children are confident learners and are happy to work independently or together in small groups. Practitioners provide an environment in which children are encouraged to become involved and take part. They are starting to know when to intervene or not in the children’s activities and play.

**Shortcomings**
No important shortcomings

### 4.4 The quality of assessment and recording of children’s progress and reports to parents and carers

**Good features**
Parents contribute to the assessment of their children as they visit the nursery and obtain verbal feedback from practitioners. This provides an opportunity to contribute to the assessment process, to receive informal feedback on the progress of their children and be told of any significant issues. The practitioners know the children very well and parents are encouraged to come into the nursery. Parents and carers stated on the questionnaires that they are kept fully informed about the progress of their children and the educational provision that is offered. The nursery provides written reports for parents regarding the progress and development of their children. The nursery also takes photographs of the children to support their achievements and children’s work is regularly sent home.

**Shortcomings**
There were no written assessment records.

### 4.5 The quality of relationships with parents, carers and the community

**Good features**
Parental questionnaires completed (3) stated that they are informed about the educational provision and are pleased with the nursery and the provision that is offered. The nursery has good links with parents and they are invited to come in and stay with their children for a session with the music man. Good use is made of the immediate environment around the nursery that provides the children with opportunities for physical play, gardening, growing vegetables including potatoes, runner beans, flowers and affords a natural habitat for birds and small creatures.
The children access a local park and undertake walks that develop and progress their learning.
A library van visits the nursery to enable resources to be regularly updated and to allow opportunities for the children to choose books.
Mother Goose Day Nursery provides parents with information prior to them placing their child and they are aware of the values within the nursery through the policies and procedures and daily contact with the practitioners.
The nursery informs parents about the setting and any forthcoming events.
A notice board displays further details and there is a strong communication network between the nursery and the children’s homes and families.
Practitioners are available to talk to parents when they arrive or when they come to collect their children.
This gives an opportunity for parents and staff to talk on an informal basis and impart information.

**Shortcomings**
There are insufficient links with individuals or groups from the local community.

4.6 The extent to which the setting contributes to children’s wellbeing

**Good features**

There are clear well-documented policies and procedures in the nursery, which contribute to the wellbeing of the children.
The nursery has effective procedures in place that safeguard the children including a Child Protection policy.
Staff have undertaken training on behaviour management and a behaviour policy provides a formal framework for staff to follow that is known to parents and carers and ensures consistency of care for the children.
Any unkindness is quickly dealt with and the children are encouraged to apologise and given a good explanation as to why the behaviour is not acceptable.
An equal opportunities policy is in place and practitioners treat all the children on an individual basis.
Children with additional needs are identified and the nursery takes appropriate action.
Practitioners pay due regard to Health and Safety and make children aware of any possible issues.
Safety is a high priority and risk assessments are carried out that ensure the physical well being of the children.
Staff members are qualified first – aiders.

**Shortcomings**
No important shortcomings
4.7 The quality of the leadership and management of the setting

**Good features**

The nursery is well managed and effectively led by the two directors. There is a sense of direction and purpose with policies and procedures in place that reflect the ethos and the running of the nursery. The practitioners work well together. They are supportive of each other and as a result the nursery is happy, calm and safe for the children. Practitioners have regular appraisals and meetings that effectively inform training and development and they have attended a range of courses including those organised by the Early Entitlement team. Mother Goose Day Nursery has a good working relationship with the local partnership and there is regular input from an advisory teacher who makes visits to the group. The nursery manages the resources and accommodation providing good variety for the children.

**Shortcomings**

Self-evaluation is not sufficiently implemented.

4.8 The progress made by the setting in implementing the key issues for inspection identified in the last inspection report

**Good features**

N/A This is the first inspection by Estyn

**Shortcomings**

5.0 Recommendations

**The setting needs to:**

Implement planning of continuous provision to cover all areas of learning.

Develop self evaluation

Strengthen the assessment process

Provide more opportunities for exploration and experimentation.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to the Chair of the Early Years and Childcare Partnership or Children and
Young Peoples’ Partnership, as appropriate, and to the Local Authority. An evaluation of the action taken will form part of the next inspection.