

Making Miracles Chandlers Ford

93 Bournemouth Road, Chandler's Ford, EASTLEIGH, Hampshire, SO53 3AQ

Inspection date

24/07/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The environment provides children with opportunities to choose their play materials and follow their individual learning styles.

It is not yet outstanding because

- Staff have not gained information from parents, for every child, when they join the setting, to consistently identify the starting points for all children's learning.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the written views of parents and those spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Making Miracles Chandlers Ford is one of four privately owned settings belonging to Making Miracles Childcare Limited. It operates from a converted house in the Chandlers Ford area of Eastleigh, Hampshire. Children have access to an enclosed outdoor play area. The nursery is in a residential area and serves the local community as well as the wider area. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 13 children in the early years age group on roll. The setting receives funding for early education for two, three and four year olds. The nursery is able to support children with special educational needs and/or disabilities and children learning English as an additional language. There are four members of staff employed in the nursery, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- strengthen the two-way flow of information relating to each child's experience at home to consistently identify the starting points for their learning.

Inspection judgements

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

Throughout the nursery children make good progress in all areas of development. Staff create an environment where the atmosphere is positive and encouraging. Children are confident to join in activities and develop warm relationships with each other and staff. The educational programme ensures the children are offered interesting and challenging experiences across the different areas of learning. Babies have opportunities to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. They are helped by staff and are able to climb and practise a range of movements in safety.

During creative play children are able to experiment with the texture of gloop and dough and enjoy painting and gluing activities. Younger children are beginning to use tools such as paint brushes and glue sticks with confidence; older children are becoming confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. Children develop very good communication skills and chat happily both to one another and to adults.

Observation and assessment systems are in place and planning is based on children's interests, capabilities or individual needs. Staff also record the next steps in the children's learning. However, the starting points in children's learning and development have not been gathered for each child, to enable staff to get to know all children's skills when they join the setting. Parents are kept well informed about the life of the nursery via the notice boards and through daily chats to staff. They have seen their children make progress while at the setting. Staff have implemented the two year old progress check, and all documentation is in place and shared with parents.

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

The nursery has an effective key person system in place to help children settle and form secure emotional attachments. Babies' routines are discussed with parents when the child starts and at regular intervals and staff ensure their wishes are met. Children are supported by staff and as they progress they become confident in their daily routines. The use of home link books by staff ensures parents are aware of children's nappy changes, sleep times and food eaten, to keep them informed. Children feel safe and secure at the setting; children's safety is promoted effectively and good systems are in place to ensure the nursery remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure and discuss why they shouldn't run indoors in case they hurt themselves.

Effective behaviour management systems ensure that children behave well and form positive relationships with each other and staff. They are learning to share and take turns and interact well together. Children get to know what is expected of them and become confident to make choices and decisions. Children are learning about good hygiene routines and enjoy washing their hands after messy play, before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents and medication administered. The nursery provides a good variety of healthy and nutritious meals and snacks which are all cooked on the premises, and children benefit from the carefully balanced menu offered.

Children have daily use of an outside play area and daily physical exercise is included in the planning. Children enjoy the outdoor play opportunities; they can climb, run and jump. Children are energetic and manoeuvre themselves with good levels of capability. Staff help support the children when they first join the setting and as they move into the older age group. Good relationships are being developed with the local schools the children will move on to, to ensure children have a successful progression into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

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

Children are well safeguarded because the nursery prioritises safety. The owner and managers ensure that staff are appropriately qualified and the relevant checks carried out to ensure they are suitable to work with children. Staff are aware of the procedures for dealing with child protection concerns. They ensure access to the premises is secure and that all staff, children and visitors sign in when inside the nursery. Children are well supervised and a range of policies and procedures are in place and documentation and records are completed to ensure children's health and safety needs are sufficiently well met. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety in each room, as well as outside. The nursery has a designated member of staff responsible for safeguarding children, but all staff are involved in teaching children how to adopt safe practices and liaising with parents to ensure there is consistent care. Systems for self evaluation, monitoring and evaluating the setting's practice are in place to enable the nursery to identify their strengths and any area to develop.

Equality and diversity are promoted well. Children are provided with an inclusive environment and learn about valuing each other's differences. Children benefit from staff that work very well together as a team and share a commitment to improvement. They are involved in all aspects of the provision and contribute fully to the planning. The good partnership between the nursery and parents ensures relevant information is shared between them. Parents are kept informed about daily routines and activities through the notice board, home link books and chatting to staff. Parents express confidence in the standard of care, communication and their child's preparation for the future. They feel very welcomed into the setting and are happy with the progress their children are making. The information displayed in the entrance lobby ensures parents are kept fully informed about the life of the nursery. Systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning and continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY441518
Local authority	Hampshire
Inspection number	924494
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	15
Name of provider	Making Miracles Childcare Ltd
Date of previous inspection	not applicable
Telephone number	02380906340

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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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