

The Melton Mowbray Nursery School

Inspection report for early years provision

Unique reference number EY405883
Inspection date 23/11/2010
Inspector Claire Jenner

Setting address 34 Dalby Road, MELTON MOWBRAY, Leicestershire, LE13
OBH
Telephone number 0166 4569 372
Email childcare@the-laurels.net
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Melton Mowbray Nursery School was re-registered in 2010. The nursery operates from a two-storey building in the Melton Mowbray area of Leicestershire. The children are cared for on the ground and the first floor area which is accessed by stairs. There is level access to the property. All children share access to a secure enclosed outdoor play area. The nursery serves both the local and wider surrounding areas.

The setting is registered on the Early Years Register. The nursery is open each week day from 7.30am to 6.00pm, with the exception of public holidays. A maximum of 59 children may attend the nursery at any one time and they are currently caring for 106 children in the Early Years Foundation Stage. The nursery employs 20 staff including 18 of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a secure knowledge of the Early Years Foundation Stage and are effective in supporting children's learning and development. As a result, children make good progress. A clear emphasis is placed on valuing the uniqueness of each child and highly effective partnerships with parents, other providers and agencies means that their individual needs are met. The provision for continuous improvement is good as managers clearly communicate ambition to all staff and systems to continue to drive and secure the settings continued development are established and recognised by all.

What steps need to be taken to improve provision further?

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

- review systems and the deployment of resources to ensure children have consistently good access and opportunities to make independent choices in their creative play
- review systems to ensure children have consistent opportunities to access toys, resources and equipment that reflect the wider world.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure and welcoming environment. Staff assess and successfully limit risks on a daily basis through visual checks of the environment, equipment and resources. Comprehensive written risk assessments are completed and reviewed regularly. Ratios are good and children are closely supervised by staff in order to maintain their safety. Children's welfare is effectively promoted because staff have a secure understanding of what child abuse and

neglect means and of their responsibility to protect children from harm. They have ready access to a comprehensive safeguarding policy to underpin their knowledge and the action to be taken in the event of any concerns about a child or allegation of abuse. Managers ensure procedures for the recruitment, selection and induction of staff are robust. Every staff member's suitability is appropriately checked before they have unsupervised access to children. Ongoing staff appraisals, meetings and informal discussion helps to ensure that any issues are identified and addressed quickly. A comprehensive range of policies and procedures are in place to support the safety and welfare of children, and staff demonstrate a clear understanding of how to use these effectively.

Managers are secure and confident in their roles. They offer positive and enthusiastic role models to the staff group who are well-motivated as a result. This in turn helps to create a positive and enabling play and learning environment for children. Robust procedures are in place to monitor and reflect upon the provision and managers and staff work effectively together in order to clearly identify and address areas for future development. Managers show a commitment to support training for their staff. As a result, staff not only achieve the recognised qualifications but also have frequent opportunities to continue to update and build upon their knowledge and understanding.

A warm and welcoming staff group helps to ensure that children and their parents feel comfortable and confident in the setting. An effective key worker system enables staff to establish close working relationships with parents from the onset and the detailed exchange of information ensures that children's individual needs are met. Parents are kept fully informed of their child's care, welfare and learning through informal daily discussions and diaries, planned parents' evenings and open days and easy access to children's individual records and files. Posters, menu plans and examples of children's work and photographs of the activities undertaken are displayed throughout the nursery and a newsletter is distributed regularly. As a result, parents are provided with very good information about the day-to-day events and routine of the nursery. The setting undertakes regular parental questionnaires and provides a suggestion box and then uses the information to help them self-evaluate the effectiveness of the provision. Parents are actively encouraged to be involved with their children's learning as they contribute and share information from home in the 'parents voice' initiative and 'interest books'. Staff are then able to use this information when planning relevant activities for children's ongoing developmental progress. Staff are experienced in working with other agencies and relevant professionals to support the identification and inclusion of children with special educational needs and/or disabilities. The setting is highly committed to working in partnership with others and have been pro-active in establishing links with other early years providers, such as, other nurseries and local schools. For example, from the beginning of a placement staff talk to parents to determine whether their child attends any additional settings. This means that channels of communications between all partners involved with individual children can be opened at the earliest opportunity. As a result, children are provided with a consistent and co-ordinated service which successfully promotes their learning, development and welfare.

The quality and standards of the early years provision and outcomes for children

Children play and learn in a stimulating environment and children in all areas of the nursery use suitable and safe toys and equipment that are in the main, easily accessible in order to promote their independence. Staff are clearly aware of the learning and development requirements of the Early Years Foundation Stage and plan effectively to ensure children receive an interesting range of experiences across all the areas of learning. Effective systems for undertaking observations of the children are well established and clearly indicate their achievements. In addition, staff's knowledge of individual children and the excellent relationships with parents means that the activities and experiences they plan reflect the uniqueness of each child and focus on individual next steps.

Staff promote a caring atmosphere where children develop positive relationships with their peers and staff. As a result, children feel safe and secure and are confident to approach adults. Realistic rules and the consistent management of unwanted behaviour means that children understand what is expected of them and helps them to form harmonious relationships with their friends. For example, taking it in turns with toys and equipment and being nice to each other. Staff remain calm and manage unacceptable behaviour well. They promote children's positive behaviour through praise and by enthusiastically acknowledging their achievements. Children have generally good opportunities to make independent choices in their play and have free and easy access to a broad range of toys and resources. However, access to the extensive range of art and craft materials for older children is inhibited, consequently, they are unable to consistently make independent choices of when they wish to engage or not engage in such activities which does not fully promote their creative development.

All children have good access to a range of books and enjoy looking at them both independently or in groups. For example, a very young child spends time looking at the pictures of the animals in a board book and mimics the 'snap, snap, snap' of the crocodile, whilst a group of older children sit together and listen intently to a 'Christmas themed' story. Children enjoy listening to music and joining in with familiar songs and rhymes. Children confidently sing 'solos' in front of their friends and receive loud applause or join together for a group 'okey cokey'. Access to mark-making is available throughout the nursery and very young children enjoy making marks with chalk on large pieces of paper whilst older children write 'lists' to Santa Claus telling him what they would like for Christmas this year. Children have good access to a range of technology and battery operated toys, such as telephones, shape sorting toys and computers. Very young children enjoy pressing buttons and watching and listening to the lights and sounds whilst older children skilfully use the mouse on the computer to navigate their way around an appropriate selection of programmes and games.

Children have good access to the recently re-developed outdoor play area and benefit from the frequent opportunities to engage in purposeful activities to effectively support their learning. For example, a 'bug area' where children use a range of equipment, such as nets, magnifying glasses and spades to hunt for small

creatures. Together with the staff member they look under stones and logs to see what they can find. In addition, digging and construction areas, a vegetable plot and balance beams and climbing frames are readily accessible to children. The setting encourages children to bring clothes and shoes for all weathers which allows them to enjoy the fresh air and physical activity throughout the year. Children use some resources, such as book, dolls and puzzles which reflect different clothing styles, skin tone and lifestyles. However, experiences, activities and resources are not yet consistently planned or provided to fully promote children's understanding of individual and cultural diversity. Children's health is extremely well promoted across the nursery. Children across all group rooms consistently follow healthy practices through their daily routines. For example, washing hands independently or with support before eating. Staff are extremely careful to ensure they know how to manage any specific health or dietary needs and effectively and sensitively implement the appropriate procedures when a child becomes ill. Staff are consistently aware of children's individual care needs, for example, recognising when babies need to sleep or reassuring a toddler who needs comfort. Children readily enjoy their appetising meals which are freshly prepared from fresh ingredients. For example, young children skilfully and enthusiastically use their spoons and forks to feed themselves a vegetable rich casserole. Children learn about staying safe through daily routines, planned activities and the appropriate use of resources and equipment. For example, they know to hold onto the hand rail when using the stairs, to hold and use scissors safely and consider road safety on walks around the local community.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

