

# Minsterley Nursery

Inspection report for early years provision

---

**Unique reference number** 224138  
**Inspection date** 14/12/2011  
**Inspector** Lesley Bott

**Setting address** The School House, Minsterley, Shrewsbury, Shropshire,  
SY5 0BE  
**Telephone number** 01743 791349  
**Email** minsterleynursery@live.co.uk  
**Type of setting** Childcare - Non-Domestic

---

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](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Minsterley Nursery was registered in 1995 and operates from four rooms in an old school house, in the grounds of Minsterley Primary School, in the village of Minsterley. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 8.45am until 3pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 28 children may attend the nursery at any one time. There are currently 36 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children take part in a wide range of activities that help them make satisfactory progress in their learning and development. Systems to monitor children's progress and the self-evaluation of the setting are developing. Most paperwork is in place, however, risk assessments and recording of accurate attendance of staff and children need to be developed to ensure the safety of children is effectively supported.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of hours of attendance for children and staff (Documentation) 28/12/2011
- conduct a risk assessment for all outings and review regularly clearly stating when it was carried out, by whom, date of review and any action taken (Documentation). 28/12/2011

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

- review the indoor environment so that it contains resources which are appropriate and challenging for all children
- develop evaluation systems to ensure that the quality of children's care

continues, to lead and encourage a culture of reflective practice.

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

Children are effectively safeguarded from the risk of abuse or neglect, as staff know and understand safeguarding issues and procedures. They are aware of the possible signs of abuse and understand the procedures to follow if they have concerns about a child in their care. There is a designated member of staff in place for safeguarding who has attended training this year and all staff have knowledge of the written policy in place. Children are cared for in a safe and secure environment. A detailed risk assessment has been carried out on all parts of the property to ensure that the environment is safe for children. However, the risk assessment does not cover all the venues that the setting uses with the children and is not reviewed on a regular basis to ensure that children's safety is closely monitored. The setting has a comprehensive set of written policies, which are available to parents as hard copy or email. These are detailed and well thought out. However, some important paperwork is not in place, for example, the register does not show an accurate record of children's and staff's hours of attendance.

Resources are well organised most of the time and the environment is bright and attractive. Toys are arranged in low-level baskets to enable children to access them independently. Older children have use of the rooms on the first floor, while younger children have the two rooms on the ground floor. However, on days when the numbers in the nursery are low, the groups combine together to utilise the downstairs rooms. This means experiences and activities are not fully tailored and planned to provide appropriate levels of support to challenge the older children. This does not ensure children make the best progress they can.

Parents are well-informed about welfare, achievements and progress of their child, so they are able to continue their learning at home. Staff talk to parents at the end of the session on activities the children have been involved in. In addition, a newsletter is sent out each half term keeping them informed of forthcoming events and enabling parents to be involved in the setting and their child's learning. Children benefit because the nursery liaises with external agencies and services. They have strong links with school and are able to use a room within the school for large group activities. For example, the group join together for their Christmas cooked lunch supplied by the school kitchen.

The setting is striving to provide a service that is inclusive for all children and their families. Practitioners effectively promote equality and diversity as they work with parents and others to meet every child's needs. They develop warm and caring relationships with all the children and work effectively together as a team. Clear procedures are in place to liaise with other agencies to support children with special education needs and/or disabilities. Recommendations raised at the last inspection have been met and improvements made to ensure children are effectively safeguarded. However, the new self-evaluation process is still being developed and is not yet fully embedded into the practice.

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

Children are making satisfactory progress in their development and learning. All areas of learning and development are delivered through planned purposeful play with a balance of adult-led and child-initiated activities. Planning is carried out weekly based on children's current interests. Observations are recorded in children's learning journey's and local authority trackers identify where the children are in their learning. Children benefit from the relaxed, friendly environment, as they are encouraged to express their thoughts and use their imagination. Children develop skills, as they are able to make choices and explore their environment independently. They take turns in using the painting easel, and working on jigsaw puzzles at the table.

Children enjoy the outdoor play and make sand birthday cakes for staff. They ask the practitioners to come and blow the candles out, telling them not to eat the cake, as it is made from sand. Displays and posters around the setting enhance children's interest and awareness that print carries meaning. Children feel safe within the environment and bring books to the staff to read to them, sitting together comfortably on the settee. Children develop their awareness of shape and size, as they make a 'thank you' card for the staff in the school kitchen after their lunch. They talk about the snowman, discussing how to decorate him and decide to put a patch on the snowman, like a bear from their recent fund raising event. They make choices about where to go during free play and decide to paint or colour cartoon characters from their favourite film. Vocabulary is encouraged with the children as they talk about which colours they will use and whether they are going to stay in the lines or not. In general, the learning environment effectively supports children's independence and curiosity to become active learners. Children benefit from play inside and outdoors, as they enjoy mark making with the chalks outside. The bikes and climbing frame help develop their balance and co-ordination to enhance their skills for the future.

Children's welfare needs are met as they develop positive relationships with practitioners, offering one to one attention when needed. For example, when new to the setting. This helps children to feel safe and secure. Children are learning to share, take turns and respect the needs of others. The setting has recently achieved a five star food hygiene award from the local authority. They have achieved this through actively promoting positive hygiene practices within the setting. Children learn about how some foods are healthier than others as they enjoy the snacks, which are a healthy choice.

Children learn to keep themselves safe as practitioners talk to them about issues, such as being safe when playing outdoors. They give them explanations about safety when they play, for example, reminding older children to sit appropriately at the table. A fire evacuation is practised, so that children learn what to do in the event of a fire or emergency.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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](http://www.ofsted.gov.uk)

