

# Mersea Island Nursery School & Wraparound Care

Mersea Island School, Barfield Road, West Mersea, COLCHESTER, Essex, CO5 8QX

<b>Inspection date</b>	16/09/2013
Previous inspection date	01/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children's personal, social and emotional development is supported as the staff make secure attachments and relationships with children.
- Suitable partnerships with parents and professionals are established to ensure children's individual care and learning needs are met.
- Children with special educational needs and/or disabilities and children whom speak English as an additional language are fully integrated within the nursery environment. This means that they are making satisfactory progress.
- Secure management systems and effective teamwork ensures that all required documentation is in place and that staff suitable understand their role in meeting the needs of children.

### It is not yet good because

- Initial assessments are not completed for new children. Therefore, staff do not have a clear understanding of children's starting points to ensure activities planned are suitably challenging.
- Self-evaluation is not fully embedded within the nursery practice in order to regularly drive forward improvements.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and the outdoor learning environment.
- The inspector spoke with the children, parents, staff and the manager at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector looked at a range of documentation including risk assessments and the safeguarding policy.

## Inspector

Lisa Paisley

## Full Report

### Information about the setting

Mersea Island Nursery and Wraparound Care was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision operates from two classrooms within Mersea Island School, in Mersea, Essex, and is privately owned. The provision serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. One staff member holds Early Years Professional Status.

The nursery opens from 9.40am to 3.30pm. Wraparound care is available for older children and session times are 7.30am to 8.40am and 3.15pm to 6pm. The provision is open during school term time only. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children for whom English is an additional language.

### What the setting needs to do to improve further

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

- improve how planning is informed, for example, by identifying children's starting points in their learning and development on entry to the setting and using this information to inform the planning of activities that are best matched to children's individual learning needs
  
- develop further self-evaluation so that it is fully embedded within practice and all staff have a clear drive for improvement.

### Inspection judgements

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

All children are making suitable progress as staff have a secure understanding of the learning and development requirements and childhood development in the early years. Staff complete regular observations on children and this generally informs future activity plans and development records. However, staff do not undertake initial assessments on children to identify their starting points. This means staff are not building on children's existing achievements to move them forward, and as a consequence children's progress is

satisfactory, rather than good. Staff undertake home visits for new children attending the nursery. Parents also complete children's record form and this informs staff about their care needs. The progress check at age two is completed to ensure that younger children's development is suitably monitored.

There is a strong focus on children's personal, social and emotional development as staff take time to get to know them and offer new children lots of support, guidance and reassurance. Staff listen attentively to children, offer explanations and remain children of daily routines, for example, snack time. This means that new children settle quickly, becoming confident and secure. Children have ongoing opportunities to access a range of tools that promote early writing skills; these include pencils, chalks, brushes and cutting utensils. There is positive focus on children's books and stories as children enjoy looking at stories with their friends and in small groups with a staff member. Stories are linked with current theme and topic work and this helps children learn about key features, sequences and events in books.

Children's imagination and self-expression is developed through a range of activities that are provided, such as, role play, the large outdoor pirate ship and the mud kitchen. Staff guide and support children through their play, as they ask open ended questions such as, 'what are you doing?', 'what will happen?' and 'why?', enabling children to extend their learning, make links in their play and generally explore the environment. For example, they build a log garden with insects and mini-beasts. Children are enthusiastic and eager to play outdoors; they are skilful when climbing the range of apparatus, including the pirate ship and trees. Children vigorously use the scooters and large play cars as they race down the small slope to the patio area. They learn about the natural world through planned activities, but also through the regular exploration of the garden, for example, they find worms and ladybirds which create a lot of excitement as children observe them through magnifying glasses. Children also actively play in the mud kitchen where they make tracks for water to flow down and mud pies.

Suitable procedures are in place and follow to support children with special educational needs and/or disabilities. The special educational needs co-ordinator works with parents during settling visits and individual care plans are place. Information is shared with other relevant staff members and professional agencies. This results in all persons being up-to-date and able to provide appropriate care. Children whom speak English as an additional language are fully included within the nursery. Staff learn key words, such as, numbers, shapes and colours; and children are encouraged to talk in their home language during activities and daily routines.

Partnerships with parents are friendly and welcoming. The nursery has an 'open door policy' informing parents they are welcomed to visit and meet the manager. The manager always shows parents round the setting. Parents are suitably encouraged to discuss their children's progress with staff and the 'busy day' diary records children's activities while attending the nursery. Children's learning is encouraged in the home as children can take home storybooks to share with their family.

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

Children are generally confident and secure as attachments and relationships are made with the staff. The key person system enables staff to get to know children and families and there are regular discussions to ensure staff are updated with regards to children's care needs. Wraparound care is offered for older children. They enjoy attending the setting as children are able to select from a range of activities. This includes creative and artwork play, and playing in the garden. There are clear procedures to collect children from the school and children have regular drinks and snacks while at the setting.

Children's health and some aspects of their safety, are adequately promoted. They use a range of activities and play resources effectively as they understand the purpose, function and meaning of different activities. For example, they use scissors appropriately in their play. Children's independence is suitably encouraged as they pour their own drinks, put on coats and shoes. They are provided with a healthy range of snacks and meals, and drinking water is available to children throughout the session. The nursery also ensures children have regular access to outdoor physical play which further promotes their healthy development.

Children are beginning to learn the expectations with regard to behaviour. Staff act as positive role models and sensitively support children during daily routines, for example, snack time and tidying away toys. Children are encouraged to be polite as they say 'please' and 'thank you' during the day. Consistent routines help the children in their preparation for moving onto other settings, such as school. Staff promote free-play and this is suitably underpinned by staff's secure understanding of managing children's behaviour. The organisation of activities, resources and daily routines promotes a learning environment that motivates children to play and learn. Staff know that as children become older and move onto school, more adult-led activities are introduced to enable them to build on their existing knowledge and skills.

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

This inspection took place following information brought to the attention of Ofsted. The concern relates to incidents where children have been able to leave the nursery premises unsupervised. The inspection found that, after the incidents, the manager and staff took appropriate action, for example, by securing the fencing in the garden area and putting in new fencing and wooden gates at the front of the nursery. The nursery has reviewed policies and procedures, parents were informed of the incidents and relevant agencies were contacted. Staff check the suitability of the fences and outdoor area, as well as, being vigilant at handover times to ensure the incidents are not repeated.

The manager is the designated person for safeguarding children and staff know the procedures to follow should a concern arise about a child in their care. The manager has a general understanding of her role and the required policies and procedures are in place, for example, accident and medication records and children's details. The staff team work well together as they support one another in their roles. Supervision meetings with staff have recently been implemented and the manager ensures that all staff training needs are

met. Self-evaluation is in place; however, it is not yet fully embedded within practice to ensure there are clear targets for change to secure improvement.

There are suitable relationships with parents, as they verbally compliment the nursery on meeting their child's needs, the range of activities that are provided and the ability to talk to the staff or manager with regards to any concerns. Good relationships have been developed with other professional agencies in meeting the needs of children and families. This helps secure transitions into the nursery and for older children going onto school.

### **The Childcare Register**

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

The requirements for the voluntary 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

<b>Unique reference number</b>	EY286664
<b>Local authority</b>	Essex
<b>Inspection number</b>	936003
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Mersea Island Nursery School & Wraparound Care Committee
<b>Date of previous inspection</b>	01/12/2009
<b>Telephone number</b>	01206 382736

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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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