

Mogghill Nursery School

ST BENEDICTS RC PRIMARY SCHOOL, Charlton Lane, Radstock, BA3 4BD

Inspection date

Previous inspection date

10/03/2014

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

- Staff work very well together as a team and keep consistent boundaries for children, which effectively promotes their good behaviour.
- Staff promote children's language skills very well through their effective questioning and clear reinforcement of their words and sounds.
- Staff form positive relationships with children and their families, which helps children settle easily and enjoy their play.
- Staff plan a good variety of meaningful play experiences, which effectively support children's ongoing development.

It is not yet outstanding because

- Staff do not always support children to fully develop their understanding of possible risks to themselves and others, which slightly reduces their awareness of safety.
- The organisation of some group activities does not fully support the participation of all children, which slightly reduces some opportunities to promote their 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.

Inspection activities

- The inspector observed children's activities inside and outside.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled documentation, such as operational policies and procedures, self-evaluation notes and children's learning journals.
- The inspector had discussions with management, staff and children.
- The inspector took into account the views of parents spoken with at the visit.

Inspector

ISP Inspection

Full report

Information about the setting

Mogghill Nursery School re-registered at these premises in 2013 following a move from its existing site, where they were previously registered since 1977. This privately run nursery operates from a classroom within St Benedict's Roman Catholic Primary School, situated in Radstock, near Bath. Children have use of a dedicated classroom with toilet facilities. There is a courtyard, playground and field available for outdoor play.

The nursery operates Monday to Friday term time only from 9am until 3pm. The nursery is registered on the Early Years Register. There are currently 42 children on roll. The nursery is in receipt of free early year's funding for children aged two, three and four-years. The nursery supports children with special educational needs and/or disabilities and for those learning English as an additional language. There are nine members of staff; two of whom are qualified primary teachers and five of whom have a level 3 early year's qualification.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their understanding and take responsibility of keeping themselves and others safe from harm
- review the organisation of some activities to fully support the interest and participation of all children.

Inspection judgements

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

Staff are very knowledgeable of the learning and development requirements of the Statutory framework of the Early Years Foundation Stage. They use their observations of children's play effectively to identify their next steps of learning and plan a great range of interesting and exciting play activities. For example, staff see children's interest of investigation and seeing how things work. From this, staff provide colourful magnetic shapes and toys and explore these with children. Staff ask children if they can pull the magnets apart easily or not. Children decide the magnets are very strong and show fascination as they use them to lift spoons or a metal block. Staff take children outside, where they eagerly use their magnets to explore different surfaces in the garden area. Children shriek with delight when they find the magnets stick to the metal gates or locks. As a result, children are given good opportunities to follow their natural curiosity in play. In addition, they develop their language and understanding of what happens in their world. This effectively helps children in gaining the necessary interest to develop their

future skills.

Children enjoy their role play and have fun in the hairdressers where they use their imagination in brushing and styling a member of staff's hair. Staff help younger children to build a tower of colourful bricks. They extend children's learning well as they stand the tower beside them to compare heights. This encourages children's fine motor skills, coordination and their understanding of space, size and shape as they fix and balance the bricks together. Children become absorbed playing with the dry sand. They like to use chunky combs to make marks and patterns in the sand. Staff talk to children about their trips to the beach. Children tell them they had a picnic and made sandcastles with their family. Staff extend children's learning well from this discussion. They encourage them to scoop the dry sand into their buckets to see if they can make sand castles. They talk to them about why the sand does not stick together. As a result, children are well supported in developing their critical thinking and also their enjoyment and discovery of colour and textures. Staff help children make their play dough sausages and encourage them to count how many they have. Staff then support children to match their play dough sausages to the ones they see on their placemats and count these with them. Children are keen to do this and this effectively helps children's to develop their number skills and begin to count and sequence numbers more confidently.

Staff plan exciting, purposeful activities to help children notice their outside world. For example, they go for walks around the school field and take photographs of the trees and flowers that they see there. During the following weeks, children notice the changes in the trees and see how the daffodils start flowering. This actively supports their awareness of changes that occur during lifecycles. Children thoroughly enjoy splashing in the huge puddle they discover on their walks outside. Staff skilfully use this interest to plan activities relating to the weather. For example, children paint colourful rainbows or make muddy puddle pictures. Children gasp with delight as they spot a colourful ladybird or find woodlice crawling over some pebbles. As a result, staff support children well in becoming active learners and they gain a practical interest in their natural world.

Staff naturally incorporate opportunities to consolidate and extend children's language skills within their everyday play and routine activities. For instance, staff carefully ask children questions, such as 'What do you think we could do...?' or 'how do you think that happened?'. This effectively helps children start to think for themselves and they begin to stay engaged in their play for longer periods. In addition, this effectively helps children's language as they start to respond to staff questions using more expression and words. Children enjoy listening to staff reading them stories and most respond readily in making the noises of the animals they see in the pictures. Staff promote children's different areas of learning very well overall. However, occasionally the organisation of some planned activities does not always fully involve all children. This slightly reduces how the learning needs of all children are continuously well supported. Staff understand the process of completing the progress check for two-year-old children. They meet with parents and discuss their child's achievements and together complete a summary of their progress and identify any areas to provide further support. This effectively supports staff in reviewing and monitoring children's development and identifying any gaps in their learning from an early age.

Staff are active in initiating liaison with other settings and agencies involved in children's care and learning. They regularly share information reflecting how they have identified ways of supporting children's development through their play. Staff also share visits with the staff at these settings, which effectively promotes good continuity for children. Communication with parents is very good and staff regularly share children's next steps of learning with them. Staff incorporate parent's observations of children's development from home. This helps them plan meaningful play activities that overall challenge and build on children's existing skills. As a consequence, children are happy and motivated to learn and are very well supported in making good progress in their learning.

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

Children are very happy and content in the setting. They develop strong bonds and warm relationships with the friendly, caring staff who welcome each child and family. Staff spend time with parents getting to know about their child and how they like to play. Children's individual needs are clearly recognised and valued. This effectively supports children in feeling secure and settling easily. Children behave very well. Staff maintain clear, consistent boundaries and gently guide children to negotiate any problems with their friends. This actively helps them learn to share toys happily and be kind to others. For example, older children independently fetch a chair for a younger friend to sit on. Staff frequently praise children for their actions. As a result, children develop positive self-esteem and gain confidence in building relationships with their friends. This effectively helps children develop skills, which will support them well as they move onto school.

Staff promote children's good health very well. They offer children a wide choice of fresh fruit, such as kiwi, apple or banana and also provide toast, crackers or breadsticks. Snack times are used well overall to develop children's social and independence skills. Staff plan motivating cooking activities and children enjoy making fruit kebabs or milk shakes. They sing a favourite 'boogie-woogie' song about foods that are good for them. Consequently, children are very well supported in developing a positive attitude to eating healthily. Staff provide regular opportunities for children to be outside and benefit from being in the fresh air. They use toys and resources well to support children's play outside. For example, children lift and carry the wood pieces into their 'woodwork shed'. They use their toy hammers and saws as they pretend to mend and build in their game. This actively helps them build up their muscles and coordination skills. In addition, staff praise and encourage children's developing physical abilities, for instance as they attempt to cross the wobbly swing bridge. Children like to join in with musical activities and stretch their arms high or bend down low to touch the ground. This helps children to gain a positive enjoyment of exercise through fun play experiences.

Staff help children develop their understanding of safety very well through their natural discussion and demonstration. For instance, they gently remind children not to run indoors and show them how to use scissors safely. However, full consideration has not been given to developing their awareness further by involving them in the risk assessment process. Staff create a bright, attractive play environment, which is well-organised to support children's different areas of learning. Children can easily access a good range of toys and

resources that effectively encourage their interest in learning. For example, they like to use the interactive white board screen to play a favourite counting game about frogs. Children eagerly press the different frog pictures to make them jump off their log into the water. Staff help children to count how many frogs are then left sitting on the log. Consequently, staff use this resource effectively to support children's early understanding of mathematical concepts of addition and subtraction. In addition, children begin to develop their skills and awareness of using simple technology.

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

Staff have a competent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Clearly detailed policies and procedures have been formed, which help staff in safeguarding children. Management and staff can identify possible causes for concern and understand how to refer these to the appropriate agency, should the need arise. This helps to promote children's welfare. Management have not had to recruit any new staff for several years, but have suitable procedures in place to do so. These include taking up relevant checks and references and implementing a detailed induction process. This helps to assess staff suitability and support their understanding of their roles and responsibilities. Management continue this process through ongoing supervision and appraisal systems, which helps to identify any particular training needs. For example, staff complete courses relating to safeguarding, food hygiene, first aid and supporting children's specific educational needs. In addition, management provide in house training to share ideas and further support staff knowledge and development.

Risk assessments are completed and the premises are kept secure. Visitor's attendance is recorded and staff do daily checks of the play areas, which overall promotes children's safety. Parent's opinions are viewed as important and questionnaires are used to help in assessing the effectiveness of the provision. Parent's spoken with at the visit say their child is very happy at the nursery and they feel staff are friendly and experienced. They say staff keep them very well-informed of events and changes and it is a well run nursery. Staff give particular importance to helping parents as they settle their child into nursery. This effectively promotes positive partnership working with parents.

Management and staff are clearly reflective of their practice. Following the recent relocation to these premises, staff have worked hard together to build positive teamwork. They recognised the need to review operational procedures and meet often to discuss and evaluate the effectiveness of their practice. For example, they have reviewed the planning systems and are currently establishing this to fully support children's learning. They are developing more effective systems of evaluating activities. In addition, they use tracker systems effectively to monitor children's progress. This helps to identify where further support can be carefully targeted to help children progress in all areas of learning. Consequently, continual improvements are made, which effectively contribute to staff aims of promoting outcomes for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467894
Local authority	Somerset
Inspection number	933325
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	21
Number of children on roll	42
Name of provider	Dianne Welby Jackson
Date of previous inspection	not applicable
Telephone number	01761232176

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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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