

Mel's Totstop Private Day Nursery

Rosecliffe, Rossall Close, Bottesford, SCUNTHORPE, South Humberside, DN16 3QT

Inspection date

22/08/2014

Previous inspection date

06/06/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children's progress is very effectively supported by the good quality of teaching and the sharply focused assessments carried out by the staff.
- Warm, nurturing relationships between staff and children give them the confidence to play and explore their environments and become active learners.
- Partnerships with parents are actively promoted, enabling them to feel confident with their children's care and they are well informed about their child's progress.
- The manager and her deputies monitor the nursery effectively through careful evaluations and this ensures that a clear improvement plan is in place that supports children's achievements over time.
- Children's safety is very well supported through good policies and procedures and a wide range of daily and ongoing checks.

It is not yet outstanding because

- There is capacity to improve the range of activities and resources provided in the outdoor areas to enable all children to fully express and extend their play and ideas. Consequently, learning opportunities outside are not always as fully maximised as those provided at other times.
- There is scope to improve older children's access to some indoor resources, in order to enrich their ability to make choices and direct their own play.

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 carried out a tour of the nursery.
- The inspector observed play and learning activities and spoke to children and staff in all rooms of the nursery and in the outdoor area.
- The inspector carried out a joint observation of practice with the deputy manager.
- The inspector looked at children's assessment records and planning documentation in each room.
The inspector carried out a meeting with the owner and the deputy manager, checked evidence of suitability and qualifications of practitioners working with children and looked at and discussed a range of policies, procedures and documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection and of written feedback received by the nursery.

Inspector

Stephanie Douglas

Full report

Information about the setting

Mel's Totstop Private Day Nursery was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a converted bungalow situated in Bottesford, Scunthorpe, North Lincolnshire. The nursery opens five days a week from 7.30am until 6pm, all year round, except bank holidays and a week at Christmas. An out of school club runs from 7.30am until 9am and 3pm until 6pm, during term time. Holiday play scheme sessions are available during the school holidays. Children attend for a variety of sessions. They are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 140 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 16 staff working directly with the children, all of whom have an appropriate early years qualification. One member of staff holds a level 2 and 12 hold qualifications at level 3. Three staff hold higher qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's outdoor learning by extending the range of activities and resources available to enable all children to further initiate and extend their own play and ideas in the outdoor environment
- extend ways to further enhance three- and four-year-old children's independence when playing inside, in order to enrich their ability to choose resources for themselves and direct their own play.

Inspection judgements

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

Children thrive in this warm and welcoming environment. The staff's secure knowledge of the Early Years Foundation Stage and child development supports them to ensure children progress well in all areas. The effective monitoring and training offered to staff enables them to develop high-quality teaching methods. The management team has taken time to carefully develop the systems used for observation, assessment and planning and to build the confidence of the staff team in using these. This ensures the children's learning records provide a clear picture of each child's learning and a sharp focus on their next steps. Staff provide a comfortable environment where children of all ages have activities and experiences that are carefully planned to extend individual learning. Children's

learning journal files are consistently well kept and include photographs, observations and items of their work. The content of the records makes them highly accessible for parents. Staff share these as part of their commitment to good partnerships. They effectively complete the progress check for children aged between two and three years, so that parents are aware of their progress at this stage. Parents are actively encouraged to contribute to initial assessments of their children's achievements and starting points on entry. Staff use this information to settle children and to plan their future learning, based on their individual needs. Parents receive regular updates on children's progress, can talk to their child's key person daily and are invited to consultation evenings. Staff share with parents special 'wow moments' when a child has made a significant achievement in the nursery. Parents are actively encouraged to support and share information about their child's ongoing learning at home. This information is subsequently used to further enhance the planning of activities. Staff successfully support and offer ideas to parents about how to support their child's ongoing learning at home. For example, children have opportunities to take home 'Busy Bear' to share in their experiences at home. The well-planned and careful support of children throughout the nursery ensures that they have both the skills and confidence that they need to be ready for school or their next stage of learning.

The overall quality of teaching within the nursery is consistently good. Staff plan and provide a wide range of activities designed to match children's learning styles. Resources and toys provided are of good quality and encourage children to play and explore. The enabling environments support younger children to freely choose what they want to play with. Staff teach babies and toddlers to explore and investigate through play. For example, the babies are engaged with a ball run game, in which they clearly take delight. Staff model how to post the balls into the run and children are encouraged to collect the balls and post them themselves. Staff talk with the children, describing what they are doing and talking about the colour of the balls and how many they have. There is plenty of praise when children post the balls and they all clap when the ball appears at the bottom of the run. Children are clearly learning about how to share and take turns. They practise physical skills, begin to learn to solve problems and to develop language skills. Children demonstrate an eagerness to learn and further their understanding. They are effectively supported by the staff. For example, staff encourage young children to play in water with boats and sea creatures and successfully introduce new language, such as 'freezing' and 'trawler' as they play together. They discuss their holidays, eating fish and chips at the seaside and learn new names for different types of fish. Their interest is sustained because staff effectively join in the children's play. Staff successfully develop children's language for communication through their ongoing discussions and interactions. For example, staff working with the babies effectively respond to their gestures and babbling sounds and encourage them to repeat sounds, such as 'ma, ma'. Older children communicate with growing confidence, using language to describe what they are doing. For example, older children talk about the different lengths of tubes and freely chat and recall experiences from previous activities.

All children enjoy being physically active and they are provided with appropriate challenge, according to their age and ability. For example, a group of older children explore the making of a den out of a variety of materials and climb up to create a roof. This provides opportunities to explore vigorous, stimulating, physical play. The owner and staff have developed the quality of the physical resources in the outdoor areas. For example, children

build walls using the building blocks, ride pedal bicycles, throw and kick balls and have fun digging in the sand pits. However, staff do not always use the full range of available resources across the nursery to fully support children's learning and development in this environment. For example, babies are not always provided with a wide range of resources to explore when they play outside. In addition, staff do not always provide younger children with a wide range of tools and materials to enable them to explore and use water in a variety of ways. Occasionally, when older children are playing in the decked area, there are not always enough resources to enable them to fully express their own creativity and ideas. As a result, learning opportunities are not always fully maximised at this time.

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

Children, especially young babies, are able to form very good relationships with caring staff, who meet their emotional and physical needs well. They separate from their parents with ease and are welcomed into the friendly nursery environment where they are happy and enjoy what they are doing. Staff are highly skilled when supporting children, who become upset when their parents leave. For example, children are given time to talk to other children about resources, such as books and toys, which they have brought from home. This supports children's emotional well-being and enables them to talk openly to others about their experiences. Staff build warm, nurturing relationships with children and encourage them to explore their surroundings, use their imaginations and play with other children. As a result, they show good levels of confidence and are motivated to try new activities and experiences. Effective settling-in procedures are in place when children begin attending the nursery. They are able to make a number of visits, based on their individual needs, before staying for the whole session. Good quality information is gathered from parents, such as specific dietary needs, medication, routines and comforters. This ensures continuity in children's physical and emotional well-being. Children are well supported when they move rooms within the nursery. They make visits with the key person and all information is shared between parents and staff, maintaining continuity in care and learning for each child. Older children are equally well-prepared emotionally when they transfer into school or into other early years settings. For example, staff implement clear routines during the day for registration and the beginning and end of sessions. Staff support children to develop effective personal hygiene routines, such as washing their hands and dressing appropriately after using the toilet. In addition, reception teachers are invited to come to see children in the nursery. Transition documents are completed and handed over to schools to ensure teachers are aware of each child's individual needs before they start.

Generally, staff support children's independence skills well in the nursery. Children are encouraged to attend to their own personal needs, such as blowing their noses and place their tissues in the bin afterwards. Younger children have access to a stimulating and well-resourced indoor environment, which supports their all-round development and independence skills well. They freely choose from a broad range of labelled toys and equipment, which are organised effectively to enable children to see what is available to play with. However, there is scope to extend older children's independence skills even further when they are playing inside, in order to enrich their ability to make choices and

direct their own play. For example, not all resources, such as additional water play equipment, are fully accessible and children are not always able to choose resources for themselves to support an activity. Staff promote children's healthy lifestyles, which successfully contributes towards their continuing good health and well-being. All children have regular access to the outdoors for fresh air and exercise. In addition, young children are able to rest and sleep according to their needs and are regularly checked to ensure their ongoing well-being is maintained. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet. For example, staff describe how eating fresh fruit 'keeps us fit and helps us grow'. Snack and mealtimes provide opportunities for social development and staff successfully use this time to encourage children to develop their self-care skills and take responsibility. For example, younger children learn how to hold their spoons to feed themselves and older children serve their own meals. Clear procedures ensure that the cook and staff members are aware of children's special dietary requirements, preferences and allergies. This ensures that children's needs are met and respected. In addition, staff working with the babies ensure that their feeding routines are recognised. Staff encourage children to develop good hygiene practices, in order to reduce the risk of infection. For example, staff teach children to wash and dry their hands before eating. In addition, staff clean the tables and chairs with anti-bacterial spray and wear gloves to change young children's nappies.

Children behave extremely well and are very responsive to the individual attention given by the staff. Children's self-esteem is significantly raised because staff constantly praise and encourage them to try new activities. They know what behaviour is acceptable in the nursery and cooperate well with each other as a result. This is because staff have agreed procedures, outlining how to manage changes in children's behaviour and the reasoning of this is shared with parents to maintain a joint approach. The manager and her deputy are proactive and review policies and procedures on a regular basis or when required. They provide additional support and guidance for the staff team, if the need arises.

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

The manager and her deputies in the nursery have a good understanding of the requirements to safeguard children. As a result, management and staff create an environment that is safe and stimulating. Robust systems are in place to ensure that all staff working directly with children hold appropriate qualifications, are suitable to fulfil the requirements of their role and have had required checks carried out. Additionally, new members of staff follow a secure induction procedure, which includes a probationary period. As the designated lead for safeguarding, the owner and her deputies have a clear understanding of their role and ensure all staff are well versed in what to do, should they have concerns about a child. This means that children are effectively safeguarded and their welfare is monitored closely. Children are supervised well at all times and are protected further as ratios are maintained. There are clear and well-understood policies and procedures in place for assessing risks to children's safety. Staff ensure that all areas of the nursery are safe and secure at all times. They make sure that security doors are locked and stair gates are closed securely throughout the day. The security of the

premises prevents intruders entering the premises. Visitors are asked to provide full identification and an appropriate record of visitors is kept. Times of arrival and departure are recorded. Detailed risk assessments are regularly reviewed and adapted, as and when required and daily checks are made. This means that potential hazards are swiftly identified and dealt with immediately. As a result, children are kept safe.

The manager and her deputies lead a well-qualified and experienced staff team. The staff team has been reorganised to ensure that staff are deployed effectively and use their skills and expertise to support young children's learning and development. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the provision for children in the indoor and outdoor environments. She is well supported by her deputies to maintain an overview of the quality of teaching and learning provided. Effective systems are in place to monitor progress for each individual child or group of children attending. For example, the manager completes an analysis of tracking documentation for each group of children in the nursery. This ensures children's strengths and weaknesses are quickly identified and intervention is made at the earliest possible stage. Good-quality supervision, induction and mentoring arrangements support this further. This enables staff to discuss individual children's progress and address any issues. Staff accurately identify training to support their own professional development, promoting the interests of the children.

Self-evaluation takes into account the views of staff, children and their parents. The views of staff are sought through regular staff meetings and one-to-one conversations. Children are observed regularly and their comments in discussions are noted. Parents speak to the owner, deputies and the staff team on a regular basis and provide written feedback when requested. The manager and the staff team demonstrate a strong drive to improve the service they provide and have a clear improvement plan in place that supports children's achievements over time. For example, future developments include improvements to the outdoor area, which aim to enhance provision and further support children's development in all areas. There is very good partnership working with parents. Ongoing communication between parents and staff keeps them fully informed and included. The nursery team uses detailed notice boards in the entrance, daily information on boards outside the rooms and communication books to exchange information. The management team uses emails, regular newsletters and parents' evenings to encourage parents to feel part of nursery life. Parents have regular opportunities to discuss their children's progress and staff support them in playing an active role in their children's learning and development. For example, staff encourage parents to add information about children's achievements to the daily diaries. Parents describe how they value the opportunity to share in their child's experiences in the nursery and speak extremely highly of the service provided. Partnerships with external agencies, including the local authority early years team, are well established. The owner and her deputies are proactive in establishing and maintaining contact with services, such as health visitors and portage workers. This ensures children and families get the help and support they need to address their individual needs and circumstances.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY415454
Local authority	North Lincolnshire
Inspection number	879863
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	140
Name of provider	Mel's Totstop Limited
Date of previous inspection	06/06/2011
Telephone number	07929 0347356 01724851333

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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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