

# Middle Rasen Nursery

Middle Rasen County Primary School, North Street, Middle Rasen, MARKET RASEN, Lincolnshire, LN8 3TS

## Inspection date

25/09/2014

Previous inspection date

09/11/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

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## The quality and standards of the early years provision

### This provision requires improvement

- The manager has a good overview of the nursery's strengths and weaknesses, which has enabled her to identify what needs to be done to improve the provision.
- Staff have a clear understanding of child protection and the reporting procedures to be followed if they have concerns about a child in their care. This means that children are kept safe.
- An effective key-person system is in place. Therefore, children are confident and settle into nursery well.
- Parents feel welcome and enabled to share information about their child's needs.

### It is not yet good because

- The assessment of children's speech and language is not accurate, this means that these children's development needs are not well planned for.
- Older children are not always supported to learn to respect resources, as they are not encouraged to tidy them away after use, and this has a negative impact on the quality of the learning environment.
- Staff interactions are not always effective in ensuring children's learning and development is supported effectively and safety messages are not consistently delivered.

## 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 the staff as they interacted with the children, and completed a joint observation with the manager.
- The inspector had a tour of the premises and spoke with parents, a committee member, the manager, staff and children.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's self-evaluation and focussed improvement plan.
- The inspector observed activities indoors and outdoors.

## Inspector

Ann Hume

## **Full report**

### **Information about the setting**

Middle Rasen Nursery has been established for over 25 years and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is run by a voluntary committee and consists of the nursery and an out of school club. The nursery operates from a separate building in the grounds of Middle Rasen County Primary School in Market Rasen, Lincolnshire. Children have access to a secure enclosed outdoor play area. The nursery operates from Monday to Friday during term time, and the sessions run from 8.40am to 3pm. The out of school sessions run from 7.30am to 8.30am and from 3pm to 5.30pm term time and 7.30am to 5.30pm during summer holidays. The nursery supports children with special educational needs and/or disabilities and those with English as an additional language. There are currently 45 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. There are six members of staff, including the manager, who work directly with the children. Of these, five staff hold a qualification at level 3 in early years. The nursery receives the support of the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve systems to monitor and assess children's progress to ensure accuracy, and that information from these is used to identify and plan challenging next steps for all children
- identify and address inconsistencies in staff practice, so that all staff effectively engage with children during their play to enhance and extend their learning and development

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

- improve children's understanding of how to maintain their own safety, by ensuring staff are consistent in explaining important safety messages during their play
- ensure that children are supported in their learning and development within a positive learning environment, by teaching them to respect resources and through encouraging them to tidy away after activities.

## Inspection judgements

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

Children enjoy their time at the nursery and they are supported through warm and caring interactions with staff. For example, in the baby room, staff sit on the floor and make lots of eye contact with the babies. They have lots of cuddles as they share books, sing songs and explore their environment. As a result, babies are developing dispositions for learning and a sense of belonging. In the older children's area, children join in a circle time activity. They are learning to take turns and to share resources as they roll a ball to each other. Staff encourage children to join in and are supporting children to develop their understanding of positional language by using words such as, over, under, across and on top of. They are developing the skills needed to help in the next steps of their learning, including school where appropriate.

Children enjoy being outdoors and have good opportunities to learn about the concepts of construction. For example, they build and create structures using a variety of different sized blocks. Staff engage children in conversation about the different ways the blocks can fit together. Children build a pathway and are supported to balance as they walk along it. Other children are inquisitive and join in. Their experiences are enhanced because staff encourage them to co-operate and follow their interests as the play develops. Staff show varying levels of understanding of how to promote children's learning and development. This means that teaching is not yet consistently good. For example, some staff's assessment of children's speech and language is not accurate, meaning that these children's development needs are not well planned for. The overall quality of teaching and learning is satisfactory, with some members of staff acting as good role models to those less experienced.

Parents feel fully included in the nursery, and relationships with their child's key person, ensures an ongoing exchange of information, which in turn supports continuity for children. Parents also comment that information is regularly shared with them, and this helps them to support their children's learning at home. Starting points are established when a child first starts at the nursery, through discussion with parents and initial observations by staff. Staff use ongoing observation and assessment to support children to make some progress in their learning and development. Staff complete the progress check for children between the ages of two and three years and these are shared with parents. However, systems to monitor and track children's progress are not yet fully developed to ensure assessments are consistently accurate. As a result planning for the next steps in children's learning does not always provide support and challenge to secure future good learning.

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

Children are happy and settled in the nursery and they have formed strong bonds with staff who are generally responsive to their needs. The baby room is a well-resourced and

stimulating environment; soft rugs and canopies make this area warm and inviting. Information such as, feeding, sleeping and nappy changing routines are recorded in a daily diary and this is shared with parents as they collect their child from the nursery. Transitions within the nursery are supported as children move up from one room to the next according to their developmental needs and not age. This approach means that children are emotionally prepared for the next stage in their learning within an environment that is safe and welcoming. Daily routines and staff deployment in the older children's area are sometimes restrictive in that they interrupt children's play rather than support it. This is in specific regard to outside play. For example, during outside play, when children need to go indoors for toileting or snack this results in staff supervising children rather than interacting with them. As a result, children are not supported through planned, purposeful play due to the limitations of staff deployment at these times.

Parents comment that their children enjoy their time at the nursery, and that it is important to them that staff give children a cuddle when they are upset or tired. Behaviour throughout the nursery is generally managed well. Children learn about some aspects of how to maintain their safety. However, staff are not always consistent in their approach to support children's growing understanding of safety during every day play. For example, when a child takes the drumsticks onto the slide during outdoor play, staff intervene for safety reasons, but when another child climbs onto the slide with a xylophone this is not challenged by staff.

Some areas of the nursery have undergone significant refurbishment, such as the outdoor area and the baby room. This creates well-resourced areas that supports children's engagement in play. However, the main playroom environment is disorganised, and children are not encouraged to tidy away before going outside or before lunch. This means that older children do not learn to respect resources or their indoor environment. Children wash their hands before sitting down to eat. They are able to pour their own drinks and remove packed lunches from their containers. These practices enable children to begin to manage their personal needs and develop an awareness of the importance of healthy lifestyles. The nursery is part of the Lincolnshire Schools 'Eat better, start better' healthy eating programme, which supports children to contribute towards their own well-being. Parents have also been supported through the scheme in ensuring packed lunches are healthy and nutritious.

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

The committee works closely with the manager to secure continuous improvement, and has a positive attitude to self-evaluation. Recommendations from the previous inspection have been achieved. There is a strong commitment to drive improvement through the implementation of comprehensive focussed improvement plans that support future improvement in both provision and practice. All staff are supported to access training to support their role in the nursery and enhance their skills and knowledge. For example, staff working with the babies access specific training for this age group. This improves staff confidence in their interactions with children and enables them to provide

experiences that support children's individual needs. However, recent significant changes in staffing has resulted in staff having variable levels of knowledge, skills and understanding. This results in some inconsistencies with the quality of teaching and learning. The manager and committee show high levels of commitment towards supporting staff to further develop their practice to ensure children benefit from consistently good standards of learning in the future.

All staff are involved in the self-evaluation process and identify priorities to secure further improvement. The manager works closely with a local authority support officer to evaluate effectiveness of the provision and to ensure that programmes that cover all seven areas of learning are delivered. She moderates the quality of assessments made by each key person that are presented in children's special books regularly. However, a system to track children's progress is in the early stages of development. As a result, children's progress is not effectively monitored to ensure all children are appropriately challenged to make good progress in their learning and development. Staff are clear about the importance of working in partnership with other professionals to support children with special educational needs and/or disabilities. There are good links with the local school cluster group, meaning that information is suitably shared to support children as they move on to school.

Overall, there is a strong partnership with parents and they receive daily information about their child's time at the nursery using daily diaries and conversations at pick up time. Parents comment positively on the children's happiness in the nursery and the progress they make in their learning and development. Information about the Early Years Foundation Stage is displayed throughout the nursery to support parents understanding. Staff understand the safeguarding policy and procedures and are aware of their responsibility to ensure children feel safe and are safe. Staff risk assess premises and environment to ensure children's safety is maintained at all times. Vetting and induction processes for all adults who work with the children, or come into contact with them are secure. For example, management obtain enhanced Disclosure and Barring Service checks. This ensures that all staff are checked before they have unsupervised access to children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY344802
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	863065
<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>	36
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Middle Rasen and District Pre-School Committee
<b>Date of previous inspection</b>	09/11/2010
<b>Telephone number</b>	01673844111

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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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