

Mount Lane Day Care Nursery Limited

Mount Lane Day Care Nursery, Mount Lane, MARKET DRAYTON, Shropshire, TF9 1AQ

Inspection date	08/10/2014
Previous inspection date	22/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 have a very good knowledge and understanding of how to effectively safeguard children. They are aware of the different types of abuse and can recognise the relevant signs and symptoms. Staff understand what action to take if they have any concerns about a child's welfare or if an allegation is made against a member of staff.
- Partnerships with parents, wider professionals and other providers are promoted well. Staff are passionate about sharing information about children so that they are able to provide continuity of care for them. This means that staff are able to support children's emotional well-being very well.
- Children are happy and animated in this welcoming and friendly nursery. Staff use their good knowledge of the Early Years Foundation Stage to provide children with interesting and challenging activities that motivate children to learn. Consequently, children make good progress in their learning and development.

It is not yet outstanding because

- Children are not always provided with sufficient open-ended resources during child-initiated play to enable them to fully engage with activities of their preferred choice.
- Staff do not always fully promote children's independence and self-help skills during mealtimes.

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 play and learning activities and spoke to staff and children indoors and outside.
- The inspector held a meeting with management and looked at, and discussed, a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written comments.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and the improvement plan.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to their key persons.
- The inspector carried out a joint observation with the manager.

Inspector

Kerry Wallace

Full report

Information about the setting

Mount Lane Day Nursery was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and operates from a building in Market Drayton. It serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, all year round, from 7.30am to 6pm. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 213 children on roll, of whom 123 are 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. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently 19 staff working directly with the children. Of these, one has Early Years Professional Status, 12 hold early years qualifications at level 3 and four hold early years qualifications at level 2. 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:

- provide children with a wider range of open-ended resources in the outdoor area to facilitate their child-initiated play

- encourage children to further develop their independence and self-care skills during mealtimes, for example, by encouraging them to become responsible to serve themselves food and pour drinks.

Inspection judgements

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

The quality of teaching in the nursery is good. Staff have a good knowledge and understanding of the Early Years Foundation Stage. They use this very well to provide children with developmentally appropriate activities. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported. For example, staff display a wide range of labels and posters in different languages and use simple sign language to communicate with children. Staff support children's communication and language development very well. They ensure that young babies are constantly talked to and use lots of animated facial expressions to promote responses. As a result, babies imitate expressions and begin to babble and develop their early language skills. Pre-school children benefit from close interactions from very experienced staff that encourage children to express their opinions and communicate clearly. Children's early literacy skills are developed through regular phonics activities and

staff reinforce this with colourful displays in rooms to remind them of the different sounds. Staff provide children with a broad range of child-initiated and adult-led activities that are interesting and challenging. They ensure that the outdoor area is set up to motivate children and promote their physical development very well. There is a large selection of ride-on tricycles for children to enjoy and a good selection of construction resources. Children are provided with low-level storage containers that hold a multitude of resources. However, some of these had not been fully replenished and do not fully support children's child-initiated play. For example, children had a keen desire to write and engage in role play with clip-boards. However, resources such as, paper and pencils were not present to facilitate this. Staff did seek some additional resources at the request of the children. However, this interrupted their play and did not meet the needs of all children as quantities were not sufficient for all children to have a clipboard so they could all engage in imaginative play.

Staff promote children's personal, social and emotional development throughout the whole nursery. Although the nursery is quite large, staff work very hard to develop a lovely homely feel in individual rooms. Babies are well supported as their key persons sit with them on the floor and are keen to support their interaction with other babies. Toddlers are supported by staff who closely supervise children, and anticipate their needs during large group activities. Pre-school children are confident and enjoy the responsibility of carry out small tasks throughout the day. This emphasis on developing children's personal, social and emotional development as a basis for learning, helps to prepare them very well for their next steps in learning. Pre-school children in particular, are beginning to acquire the necessary skills and attitudes to further prepare them for their future learning, such as the move to school.

Staff have developed a very good system to monitor children's learning and development. They undertake regular observations and assessments which they share with parents and other professionals. Children's next steps in their learning are clearly identified and targeted through meaningful activities. Consequently, children are well supported and make good progress. Children with special educational needs and/or disabilities and who speak English as an additional language are closely monitored. Staff ensure that parents are kept well informed of their children's achievements and are fully involved in supporting their children's development. Staff use a detailed daily diary for children and note any comments regarding children's daily activities. Parents use this to inform staff of any concerns or requests they may have about their children. As a result, children are very well supported and have continuity in their care and learning. Staff ensure that the progress check for children between the ages of two and three years is completed by staff who have the most expert knowledge about individual children. It is completed in a very timely manner to ensure that if necessary, early intervention can be quickly sought. This means that children's needs are well met and any gaps in their learning are clearly identified and targeted.

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

The key-person system is well embedded in the nursery. Key persons are very knowledgeable about individual children and use this to ensure they enjoy their time at

the nursery. There are good settling-in arrangements in place to help children become familiar with nursery staff and the physical environment. This fosters children's emotional well-being and makes them feel secure and safe in the nursery. Parents comment that their children are very happy and are well supported by their key persons. There is a good two-way flow of information between parents and staff to enable children's individual needs to be met. Staff arrange suitable times for children to visit older groups so that they are emotionally prepared for the next stage in their learning. Pre-school children benefit from good links with local schools and are invited to visit schools to become familiar with Reception teachers and their new surroundings. As a result, children's emotional well-being is very well promoted within the nursery.

There is a lovely relaxed atmosphere in the nursery. This stems from caring staff and happy children who are confident and animated as they talk to visitors about details of their play. They are inquisitive about their presence and discuss what they are doing as they sit beside them and engage in imaginative play. Children are generally well behaved and play together cooperatively. Staff manage any challenging behaviour well and provide toddler children with gentle reminders about what is acceptable behaviour. This is reinforced with posters that are displayed at children's height in the nursery so they can reflect on this and begin to understand what is required of them. The indoor environment is well organised and resources are developmentally appropriate to the age and stage of individual children. For example, there is a quiet area where children can engage with information, communication and technology and enjoy story time in a relaxed and welcoming area. Staff ensure the outdoor area is set up at the beginning of each day so that children can play with a wide range of resources. On the whole, children engage with and enjoy a good range of resources. However, some open-ended resources are not readily accessible to children to fully support their child-initiated play.

Children have access to daily outdoor play. Staff move children around in individual groups so that children can freely explore the outdoor resources in a safe manner. Pre-school children enjoy riding around on different bikes and are aware of the need to stop when other children are in their pathway. This shows that they are learning to manage their own safety and that of others in the nursery. Children display good manners as they politely ask each other to move aside and thank each other for doing this. Mealtimes are a very sociable occasion and children sit with staff and enjoy conversations about nursery and family life. The nursery celebrates each child's birthday by having a birthday cake made especially for them. Staff make children feel very special and encourage all children to join in singing the happy birthday song. The nursery cook provides children with nutritious meals throughout the nursery day. This promotes children's physical health and they begin to learn that vegetables are good for them as staff tell them they make children 'big and strong'. Children are sometimes encouraged to pour their own drinks but as jugs are large and more suited to adults, staff tend to do this for children. Children are not encouraged to serve their own food or help to prepare snacks where possible. This does not fully promote children's independence and self-care skills during mealtimes.

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

Leadership and management in the nursery is very good. The registered persons work very closely with the manager and senior staff to ensure that policies and procedures are understood. Safeguarding is given high priority and staff are aware of the signs and symptoms of abuse and are confident of the action to take if they have any concerns about children's welfare. There are good systems in place to restrict the use of mobile phones and cameras in the nursery and this includes reminding all visitors of nursery practice. Visitor identification is obtained so that an accurate record is maintained of all adults visiting the nursery. Staff carry out daily visual checks to ensure that the environment is safe and secure for children of all ages. As a result, children's safety and welfare are effectively promoted in the nursery.

The manager has good systems in place to monitor staff practice and performance. Regular peer observations and open lines of communication ensure that any areas to improve are highlighted and targeted with effective action plans. Staff are well qualified and experienced and most have been employed at the nursery for several years. This means staff have a wealth of experience and knowledge about nursery practices and procedures. They are confident and familiar with communicating with parents and other professionals to fully support children's learning and development. Parents of children with special educational needs and/or disabilities and who speak English as an additional language are provided with daily detailed information. This means they are kept well informed of their children's changing needs and help to support staff by providing additional information. Staff work well with a wide range of professionals to ensure that all children's needs are met.

Management are continually improving the nursery provision. For example, they undertake regular resource audits to identify new equipment needed to support children in their learning. They are currently developing the outdoor imaginative play area and layout of the toddler room. Parents are involved in the self-evaluation process and complete regular parent questionnaires to elicit their views on the quality of the nursery provision. Parents are very happy with the care and education provided for their children and show their appreciation through 'thank you' cards. Management have successfully addressed the previous recommendation to further develop children's interest in information, communication and technology. Children clearly enjoy interacting with a wide range of computer software in the quiet area and are supported well by staff.

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	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	EY370449
Local authority	Shropshire
Inspection number	849718
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	105
Number of children on roll	213
Name of provider	Mount Lane Day Care Nursery Limited
Date of previous inspection	22/01/2009
Telephone number	01630 652 999

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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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