

The Meriton Nursery

The Meriton School, Meriton Street, Bristol, BS2 0SZ

Inspection date

Previous inspection date

20/10/2014

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

- Babies are making good progress because all staff are aware of each child's individual needs and interests, and plans learning experiences around these.
- Babies develop positive relationships with staff and other children, supporting their confidence effectively.
- Partnerships with parents are good because staff give high priority to sharing information and involving parents in the life of the nursery. This means babies settle very well and parents have confidence in the staff that care for them.
- The nursery team leader leads the nursery staff team well. Effective self-evaluation systems are in place to drive continual improvement on children's outcomes.

It is not yet outstanding because

- Staff do not maximise opportunities to support older babies to build on and extend their already good understanding of numerals during play.
- Older babies and toddlers do not always have ready access to, and a choice of, a wide range of materials, to support their current interests in beginning to grasp and manipulate mark-making resources during 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 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 had a tour of the premises and observed babies playing in the playroom and the outdoor area.
- The inspector spoke with the head teacher, nursery team leader, members of the staff team and babies at appropriate times throughout the day.
- The inspector examined a selection of documentation relating to the children's safeguarding, developmental progress, staff suitability, policies and procedures, and the nursery's self-evaluation.
- The inspector invited the manager to undertake a joint observation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Julie Swann

Full report

Information about the setting

The Meriton Nursery registered in 2004. The nursery unit is an integral part of a school enabling young mothers to continue their education. It is situated in St. Phillips, Bristol. The nursery opens each weekday from 8.30am to 4.30pm during school term time. It operates morning and afternoon sessions. There are currently 37 children from birth to three years on roll. Children come from a wide catchment area, as the nursery also serves local authorities surrounding Bristol. The nursery employs nine members of staff, all of whom hold an appropriate early years qualification. The nursery is accredited under the Bristol Standard Quality Assurance Scheme.

What the setting needs to do to improve further

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

- further extend the range of opportunities for more older babies to begin to use numerals in their play
- enhance the opportunities and choice of materials for older babies and toddlers to further develop their interest to make marks during free play.

Inspection judgements

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

Teaching is good. Staff have a secure understanding of the learning and development requirements, and this means that all babies take part in a broad range of activities, which cover all aspects of learning. Staff regularly observe babies and plan activities that are flexible, responding to their individual attendance, interests, skills and abilities and next steps in their learning. Staff record babies' progress and achievements in individual learning profiles, which give a clear overview of their progress over time. Parents are continually involved in their babies' learning and development. For example, staff provide daily opportunities for parents to contribute to their babies' profiles. Parents often stay with their babies as they settle or visit the nursery for a small part of the session. This helps to ensure that learning and development is complemented between home and the nursery. Parents receive information on how to extend learning at home through newsletters, daily informal contact or ideas for activities. This builds a good relationship that enhances babies' individual learning and development.

Staff encouraged babies to engage with stories, and older babies' language was supported well through staff giving choices, modelling clear language and praising their attempts to babble and form words. This is instrumental in developing their communication and

language skills, and encourages their thirst for learning. Older babies enjoyed exploring using a variety of textures, such as rice, paint or a chocolate corn flour and water mixture. Staff encouraged them to feel the mixture and showed them how to squeeze the mixture into their hands or make marks with their fingers. Older babies were excited and enthusiastic as they made marks in the corn flour mixture, fostering the development of very early writing skills. Older babies were keen to join in with the planned adult-led activity and were eager to mimic a staff member who was nearby writing. For example, older babies pointed to and reached for the staff member's pen, which was in her hand. However, resources for older mobile babies and toddlers to follow their current interests spontaneously, and handle, grasp or manipulate mark-making resources, such as pencils or crayons during free play are sometimes limited.

Staff provide good opportunities for older babies to sort and match through a range of puzzles and construction toys. For example, older babies constructed a tower using construction blocks and counted up to two independently as they built. However, staff missed opportunities during play to extend the older babies' already very good counting skills further. Younger babies developed their sensory awareness as they explored a range of textures in the treasure baskets, showing fascination watching sensory lights as staff sat close to them. Staff supported younger babies to feel and touch different textured objects, such as scrunchy, spongy materials in treasure baskets. Younger babies expressed delight and smiled as staff pressed buttons to activate lights and sounds on the musical toys. Staff are always at hand to support all children, including those who are not so settled, and offer them good opportunity to develop their independence and self-esteem. Older babies demonstrated their understanding of modern-day technology, using toy mobile phones, toy computers, and programmable toys. This means staff fully support this aspect of babies' knowledge and understanding of the world.

All babies have good opportunities to build their physical skills outdoors. Younger babies have plenty of space to crawl around and become mobile, exploring familiar areas and pulling themselves up on low-level furniture. Older babies used ride-on equipment competently and ran around avoiding obstacles. Babies play alongside staff in the mud kitchen as they fill pots and pans, and are starting to learn and understand how to share and take turns during play. This enhances babies' personal and social development as they begin to form friendships with others and play cooperatively. Staff implement the required progress check for two-year-old children to enable them to assess children's development and act on any areas if there are concerns. Consequently, all babies make good progress in their learning and are well prepared to move onto other settings when the time comes.

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

Good settling-in procedures help to ensure that babies settle well into the nursery. Staff are good role models for the babies. Staff have created a warm and reassuring environment where they form strong attachments with all babies and their parents. As a result, babies are happy and content throughout the nursery. Babies interact positively with adults, other children and visitors, which supports them in building relationships. The key-person system works well because babies and parents are able to choose whom they

would like for that special role. In addition, staff work well in partnership with parents to foster this relationship. Staff sit close to babies and provide babies with lots of physical interaction and cuddles. Older babies are quick to seek out staff for a cuddle if they became tired or need reassurance. This helps children of all ages to form secure emotional bonds and attachments.

Behaviour was good and when there were minor digressions between older babies, staff handled these positively and calmly. Staff used distraction techniques, favoured activities and praise to promote the desired behaviour. Consequently, babies played together harmoniously. Staff have a good understanding of babies' interests, likes, dislikes, needs and routines. Staff work very closely with parents during babies' weaning stage to ensure this is managed well and their individual needs are met. Staff provide nutritious meals and snacks for babies, such as fresh fruit and toast. Babies develop their self-help skills as staff help babies to learn about the importance of following good hygiene routines, such as washing hands before and after eating meals and snacks. Staff gave babies time and space to achieve things for themselves. For example, younger babies' self-esteem was enhanced as they learned to feed themselves with small spoons, while older babies attempted to put on their own boots after playing outdoors. Consequently, babies are learning the importance of healthy lifestyles and independence.

There is a good range of well-maintained, safe and age-appropriate resources for babies to enjoy both indoors and outside. However, mobile babies and toddlers are not always able to access mark-making resources independently to support their interests during spontaneous play. Babies demonstrated they felt safe by confidently playing and exploring in the nursery environment. Staff support older babies understanding of safety, such as allowing them to take risks by negotiating obstacles confidently using ride-on cars outdoors. Staff has good partnerships with the other providers and they share information effectively to support babies as they move on. This ensures continuity in all children's learning and development.

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

The management and staff demonstrate a secure understanding of the safeguarding and welfare requirements. Staff have a clear understanding of safeguarding in relation to child protection issues. Staff receive regular safeguarding and first-aid training and are aware of their responsibilities should they have any safeguarding concerns. Staff implement comprehensive policies and procedures, which supports the good day-to-day operation of the nursery, for example, mobile phones and camera policies. The management team has robust recruitment procedures in place, including Disclosure and Barring Service checks, reference checks, interviews and trial periods for all staff. These together with supervision and appraisal systems help to ensure that staff are suitable for their roles and have the opportunity to develop their skills and knowledge. This in turn, has a high impact on the quality of teaching and care offered to babies in the nursery.

The nursery is part of a school, enabling young mothers to continue their education. As a

result, staff maintain and implement risk assessments to keep the nursery secure. Staff check the identity of all visitors who are accompanied while on the premises. There are robust monitoring methods in place that ensure that the educational programme accurately meets the needs of all babies that attend. Staff have well-organised and purposeful systems in place to monitor babies learning and development. This supports babies to make very good progress towards the early learning goals. For example, staff evaluative daily observations of babies' interests and progress, and weekly activities. This helps to ensure future planning is relevant to babies' individual learning needs. This means staff have a good understanding of effective teaching methods and use their knowledge to support babies' care and learning effectively.

Partnerships with parents, school and other agencies are strong and make a significant contribution to meeting babies' individual needs. This helps to ensure consistency and continuity of care and learning. Parents know their babies' key person and comment on the very welcoming environment provided by all the staff. Parents are very complementary about the nursery. They fully appreciate what the staff do with their babies to support learning and development. Self-evaluation is good because there is a strong commitment to improve practice in all aspects of nursery provision. The management team welcomes staff and parents' contributions, ideas and suggestions, helping them to feel valued and motivated. Staff are continually striving for excellence and approach all areas of their work with enthusiasm and vigour. They ensure that the babies are at the heart of all that they do, and the quality of their care and the learning environment is continually enhanced.

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	EY276808
Local authority	Bristol City
Inspection number	985999
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	37
Name of provider	The Meriton Education & Support for Young Parents Governing Body
Date of previous inspection	not applicable
Telephone number	0117 9717428

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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