

Minsterley Nursery

The School House, Minsterley, Shrewsbury, Shropshire, SY5 0BE

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| Inspection date | 21/11/2014 |
| Previous inspection date | 14/12/2011 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- Teaching is good because the management and all staff have a strong understanding about how to promote children's learning and development. Consequently, children's progress is good given their starting points and capabilities.
- The key-person system effectively supports children's close attachments. Children's behaviour is effectively promoted through the strong role modelling by staff and through meaningful praise.
- Partnerships with parents and carers are effective, which makes sure children's needs and interests are effectively catered for. Partnerships with other professionals and providers helps to make sure that children are effectively prepared for their move to school.
- The self-evaluation process includes all management, staff, parents and their children. Improvements bring about effective changes for all children on roll. Regular monitoring of staff practice effectively supports their performance. Safeguarding children is a priority within the setting.

It is not yet outstanding because

- The staff do not always maximise opportunities for children to make marks in the outdoor play areas, to further promote their early writing skills.
- The staff do not always maximise opportunities for children to further develop their independence during snack times.

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 looked at a range of documents including, attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the providers improvement plan, staff suitability and qualifications.
- The inspector observed activities in all indoor and outdoor play areas and observed story-sack time in the school reception class.
- The inspector conducted a joint observation with the manager, held meetings with the manager and held discussions with the deputy and various other staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Minsterley Nursery was registered in 1995 and is on the Early Years Register. It operates from four rooms in an old school house, in the grounds of Minsterley Primary School, in the village of Minsterley in Shropshire. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery opens Monday to Friday during school term times. Sessions are from 8.45am until 3pm. There are currently 40 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, four hold an appropriate early years qualification at level 3 and two hold an appropriate early years qualification 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:

- increase opportunities for older children to make marks in the outdoor play areas, for example, by providing chinks and paints, so that their handwriting and literacy skills are further enhanced
- increase opportunities for children to enhance their already good skills in independence, for example, by encouraging them to cut up their own fruit at snack times.

Inspection judgements

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

The management team and their staff have a clear understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, children progress well towards the early learning goals because teaching is strong. The management and staff team have high expectations for all children on roll. The staff caring for the children make sure observations are detailed and that assessment is monitored and supported through good information collated from the parents from the start. This give a strong baseline for all children's starting points. Children's learning and development is also highly fostered, because the staff have a strong understanding of how to support the characteristics of effective learners. As a result, children's learning across all areas of their development is effectively supported over time. For instance, all areas of the setting are effectively used and children are able to make their own choices about where

they want to play. They can play indoors or outdoors as they chose, and enjoy staying outdoors even when it rains. Consequently, this shows that the staff recognise and acknowledge children's individual learning styles. Children enjoy listening to stories in the outdoor play areas and follow their interests as they help themselves to the water from the butt. They carry this over to add to the dry porridge on the outdoor activity table and use tools to mix it all up. This helps children to make connections in their play as they follow the traditional story about a family of bears that live in the woods. Children also make comparisons as they look at their friends concoctions to see which is runny and which is gloopy. The staff use these daily opportunities to ask open questions and extend children's critical thinking, which enhances their communication and language skills as they play. This supports children's exploration of the world around them. There is a range of equipment in the outdoors to support a whole range of learning for the children. For example, children can dig in the mud and make magical mixes with twigs and leaves at the mud kitchen, or they can ride around on their tricycles chasing one another round and laugh and giggle with their friends. Consequently, all children become engrossed in what they are doing and are suitably challenged. At times however, the staff do not always ensure the best possible opportunities to extend older children's already good skills in mark making. For example, they do not always make resources, such as, paints and chalks easily accessible in the outdoor areas.

Younger children are supported well because the staff use a range of good teaching strategies. For example, as children play in the hairdresser role-play area, the staff demonstrate, provide narrative and model language, thereby encouraging good levels of focus, so that the younger children explore their own ideas during their child-initiated play times. This also helps children to build on their friendships and enhances their sharing and turn-taking skills. As a result, younger children grow in confidence, explore their environment and use a range of tools in different ways for different purposes. Older children enjoy taking turns at listening and talking during circle time. Here, they sit well, concentrate and talk about trips with their family on busses and trains. Older children also enjoy indoor story time as they cuddle up on the cushions and join in, because they know the story sequence from their favourite books. Additionally, older children visit the onsite school reception class where they enjoy weekly story-sack time with the reception teacher and reception children. Consequently, this enhances children's readiness for their move into the school environment. The staff encourage children's exploration of information communication technology. For example, children like to listen to their own voice as it plays back to them through the use of the battery operated walkie-talkies and the microphones. This also further fosters children's communication and language skills. To foster children's interest in mathematics the staff encourage them to count and recognise numerals during everyday routines. This includes children's calculation of how many cups and plates are needed for snack times. The staff also encourage children to sing number songs and rhymes. Children enjoy a range of outings that supports their interests. For example, they like to go for listening walks down the lane, and across the school field where they notice what the birds sound like, the flowing water of the nearby brook and listen out for other wildlife around them. They like to collect natural items, taking these back to the setting to use in various ways. This includes collecting twigs and leaves to make collages and collecting stones of different sizes to weigh, sort and make comparisons in size, texture and colour.

There is a good key-person system in place. This is because the staff identify children's individual interests from the start. For example, key persons liaise well with parents at the time of entry, observe children as they play and plan clear and concise next steps in their learning. The management oversees the monitoring of children's learning and developmental progression. Consequently, any gaps in their learning and development are identified and effectively closed. Staff caring for toddlers discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development. This is to make sure this is done at the best time for their progress check between the ages of two and three years. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported by their key persons. There are strong partnerships with parents. For example, parents are provided with the opportunity for a home visit, so that they get to know the key person that will care for their child. This is also an opportunity for parents to let the key person know about their child's individual needs and interests as well as any previous learning. This ensures a good baseline with which to support children's learning and developmental starting points. Additionally, parents are provided with information at home visits and through ongoing feedback about how they can support their child's learning in the home environment.

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

The strong key-person system in place fosters high levels of children's emotional well-being. Consequently, children build close emotional attachments with the adults that care for them and develop friendships with other children. Children's own work is displayed for them and their parents to enjoy. This, and meaningful praise, makes sure children's positive behaviour is developed over time. Children's move into the setting is supported very well through the home visits. Additionally, their move to school is effectively fostered through good relationships between the key persons and reception teachers. Furthermore, older children's move to school is supported, because they collect their own healthy option meals from the school dinner hall each day. This, and discussions about healthy foods, supports children's learning about a healthy diet. Children's healthy lifestyle is fostered because they use a range of climbing and balancing equipment in the outdoor areas and during visits to the school playground. Additionally, children take further risks in their play as they regularly visit the local park, to extend their physical development using a range of more challenging equipment over time.

Children independently wash their hands before eating and after visiting the toilet. They enjoy healthy choice snacks, which includes a variety of fruits. However, the staff do not always make the best use of routines to encourage children's already good independence skills. This is because the staff do not always support children to cut up the fruit for themselves. Children are beginning to learn about their own personal safety. This is enhanced by visitors, such as, the community police and fire officers who talk to the children about road safety. Children's learning about personal safety is further enhanced as they are included in the evacuation procedures of the setting. This helps to keep children safe.

The effectiveness of the leadership and management of the early years

provision

The management and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, all areas are checked by the staff each day before the children arrive to make sure they are kept safe at all times. Additionally, the staff make sure all children are effectively supervised, particularly as they freely move between the indoor and outdoor areas throughout the session. There are robust policies and procedures in place, which are acknowledged and implemented by all staff. Furthermore, all staff attend safeguarding training. As a result, they are aware of the possible signs of abuse and what to do and who to contact should there be any concerns about a child in their care. This helps to safeguard all children. The parents know where the policies and procedures of the setting are at all times. Consequently, children's safety and well-being is a high priority within the setting. The recruitment procedures in place are robust and followed by an intensive induction programme to make sure all new staff are fully aware of the policies and procedures to be followed. This includes ongoing checks of the suitability of all staff.

The monitoring of the teaching and learning programmes are good. This ensures children's learning and development is fostered appropriately and that their needs are identified and met on an ongoing basis. For example, the manager observes staff practice and provides coaching and support to ensure children's needs are met, and that they continue to learn and develop over time. Staff are suitably qualified. They attend a range of training provided by the local authority to further enhance their already good awareness of how children learn and develop. The continuing, targeted programme for the professional development of all staff ensures high levels of staff knowledge and understanding. The self-evaluation processes in place include good input from the management, staff, parents and their children and teachers from the onsite school.

There are strong partnerships with parents and other providers and professionals. Consequently, the management and staff make sure that everyone is fully involved in identifying individual children's needs and interests. There is an array of information displayed for parents, which makes sure they are aware of how the Early Years Foundation Stage is delivered within the setting. The relationships between the staff and parents are strong. Parents discuss how the setting supports their child's learning and development and how the staff working within the setting are warm and caring towards their 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. 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

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| Unique reference number | 224138 |
| Local authority | Shropshire |
| Inspection number | 870644 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 28 |
| Number of children on roll | 40 |
| Name of provider | Minsterley Nursery Committee |
| Date of previous inspection | 14/12/2011 |
| Telephone number | 01743 791349 |

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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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