

Malthouse Nursery

Malthouse Nursery, Charlton Park, Malmesbury, Wiltshire, SN16 9DG

Inspection date

09/01/2015

Previous inspection date

19/05/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 settle quickly and play confidently with their friends because the staff create a welcoming atmosphere.
- Staff are knowledgeable about children's development and support children well in their learning.
- Children make choices about their play in a well-resourced playroom and enjoy the opportunities to play in the woods.
- Staff establish constructive partnerships with parents and they share information about children's development to promote continuity of care and learning.

It is not yet outstanding because

- Staff do not always plan whole group activities effectively to challenge the range of children taking part.

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 observed children during activities in the playroom and a visit to the woods.
- The inspector talked with some parents, children and staff.
- The inspector held discussions with the manager.
- The inspector and manager completed a joint observation.
- The inspector sampled a range of documents.

Inspector

Karen Prager

Full report

Information about the setting

Malthouse Nursery first opened in 1987. It is registered on the Early Years Register. The provision is privately owned and operates from a building within the Charlton Park estate, near Malmesbury, Wiltshire. Access to the nursery is via a flight of steps. The nursery is open from 9am until 2.45pm throughout the school term. The children have the opportunity for outings into the surrounding parkland. There are currently 44 children aged from two to under five years on roll. The pre-school receives funding for free early education for children aged two, three and four years. There are seven members of staff who work with the children. Of these, five staff, including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop the quality of teaching during group activities in order to consistently challenge the range of children attending.

Inspection judgements

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

Staff have a good understanding of how children learn and develop and are effective in helping children to make good progress in their learning. They know children well and therefore provide a wide range of enjoyable indoor and outdoor learning experiences, based on individual preferences. This means that children are actively engaged in purposeful and worthwhile activities throughout their time at nursery. The quality of teaching is generally good. Overall, staff provide appropriately challenging support for children's learning. However, during some whole group activities, staff do not always tailor learning opportunities effectively to provide greater challenge for all children. For example, some group activities are not always adapted effectively for those children who are more able and for those who are more hesitant at joining in. This results in a lack of challenge for some children in relation to their age or stage of development.

Suitable assessment systems are used to monitor the progress of children and staff use the information to plan for and support child's development. Detailed progress summaries and two-year-old progress checks for children are completed. These are in line with the learning and development requirements and clearly record the progress children are making. All developmental records are regularly shared with the parents through planned consultations and meetings. This promotes a consistent approach to supporting children's progress at home and at the nursery. Planned activities target specific areas of learning and encourage particular skills. Children consider the sounds that letters make and match

this to different pictures. There is a strong focus on child-led play. Staff respond well to children's changing interests, using good quality, ongoing interactions to support their play activities. Children respond well to staff, expressing their interests and preferences with confidence. Children use their imaginations to prepare pretend food in the outdoor kitchen, transferring stones between containers and adding just a little more water until the pretend drink is ready. Staff extend this by talking with children about how full the bowl is, and how much more will fit in. This helps to promote children's understanding of volume and size. Children co-operate well with their friends and include them in their play as they dress up and take on the role of different characters. Younger children learn from older children who speak clearly, explaining what they want to do. Children also spend time engrossed in building with construction toys. Staff encourage children to think about what they are building and children are keen to share their thoughts and to place their construction safely at the side to show others. Staff invite children to sit with them and chose a book to take home or consider a number puzzle. This helps to prepare children well for when they transfer to school.

Parents contribute to an initial assessment that supports children's ability to settle quickly into the nursery. Staff develop strong partnerships with parents, such as providing good feedback on children's progress through regular summary assessments. This helps to provide continuity between home and the nursery and support children's development.

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

Staff provide a welcoming environment which helps children feel secure. Staff help children to settle when they arrive and soon all are playing happily. Each child is assigned a key person who monitors and supports children's development and well-being. Staff clearly explain what is expected and children behave well. Children receive appropriate praise which helps to promote their self-esteem and confidence. As a result, the time children spend in the nursery is a happy one.

Children use a wide range of good quality equipment. Toys are stored in low storage units and children readily chose what they wish to play with. The staff display bright posters and children's pieces of art, which they change regularly to maintain children's interest. This demonstrates staff value children's efforts and promotes their self-esteem. Children enjoyed the fresh air outside when they gathered the leaves and ran amongst the trees in the wooded area. Children are encouraged to take responsibility in relation to caring for their environment. They learn to tidy up at the end of each session so that toys do not get lost.

Staff teach children about keeping themselves safe. For example, they talk to children about how to use the toilet area safely and children learn to walk with staff when they are walking through the parkland. Staff practise the emergency evacuation procedure regularly with children to ensure children are familiar with it, which helps ensure their safety.

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

The provider has a secure understanding of the Early Years Foundation Stage. Staff have an accurate overview of the provision for children's welfare and learning and show they are keen to make ongoing improvements. The provider works with staff to review and update the policies and procedures at staff meetings, which means all staff have a good understanding of their role. The provider also shares the policies with parents to keep them informed of procedures that help staff safeguard their children. Keeping children safe is a high priority. The safeguarding policy is well understood by staff and they know the steps to follow should they have concerns about a child, meaning children are safeguarded effectively. There are appropriate procedures for checking the suitability of staff, and children are not left with any adult whose suitability has not been checked. Staff conduct outgoing risk assessments and take prompt action to address any identified risk. All staff have received training in paediatric first aid, which enables a swift response if needed. Staff with specific responsibilities, such as for safeguarding and special educational needs, have received relevant training. This enables staff to meet children's specific needs as required.

The provider is enthusiastic about providing high quality care and learning opportunities. She has a sound understanding of the strengths and aspects for further development of the nursery and welcomes external support to boost this development. Since the previous inspection, the staff have adjusted the organisation of the day so children can play outside more frequently. In addition, they have embedded effective systems for record keeping and recording parents' comments about children's achievements. The regular staff meetings allow staff to review policies, monitor children's development and share suggestions to develop practice. Additionally, staff are encouraged to continue professional development through further training. This training is used to benefit children. For example, staff have adjusted their behaviour management strategies which has boosted children's confidence and resulted in improved behaviour.

Parents are encouraged to provide their feedback through informal discussions and questionnaires. This provides useful opportunities for parents to feel involved in their children's learning. The provider has developed partnerships with local schools and they share knowledge and good practice. The nursery staff welcome visits from teachers to support children's future move to school. Partnership with parents is successful in supporting children's learning. Parents stated they are extremely confident in the care and support provided for their children who are keen to attend and reluctant to go home. Staff share detailed information about the children's development with parents through daily discussions, parents' meetings and newsletters.

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 | 199406 |
| Local authority | Wiltshire |
| Inspection number | 842117 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 44 |
| Name of provider | Alison Ayrton |
| Date of previous inspection | 19/05/2009 |
| Telephone number | 01666 825227 |

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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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