

# Mountford House Nursery

Mountford House School, 373 Mansfield Road, NOTTINGHAM, NG5 2DA



## Inspection date

16 February 2015

## Previous inspection date

25 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children benefit from high-quality teaching that enables them to make good progress in all areas of learning. Consequently, children are enthusiastic learners that are obtaining the skills, attitudes and dispositions they need to be ready for school.
- Practitioners value the use of the outdoor environment and have created an area that promotes children's creativity and exploration. This encourages children to become deeply involved in their learning.
- Children form very secure bonds with their key person. This is because one key person supports families throughout their time at the nursery. Consequently, effective partnerships are in place between practitioners and parents. This enables children to feel happy and confident at nursery.
- Practitioners have a good understanding of child protection and know how to keep children safe.
- Children's self-help skills are promoted well by practitioners as they encourage children to develop a 'have-a-go' attitude. In addition, the environment is well resourced, interesting and accessible for children, which helps them to develop their independence.
- The management team is well qualified and experienced. As a result, leadership is strong and practitioners receive good support to improve their professional development. This means that their knowledge and skills are kept up to date.

### It is not yet outstanding because:

- Older children's problem-solving skills are not always maximised because practitioners do not always use effective questions.

## What the setting needs to do to improve further

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

- improve teaching and children's progress further by ensuring practitioners utilise every opportunity to skilfully question older children during all activities and children's free play, to further extend their problem-solving skills.

## Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the practitioners and manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector completed a joint observation with the pre-school manager.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Dawn Larkin

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Practitioners understand how young children learn because the vast majority of the team are well qualified. They provide children with first-hand activities that engage their interests. Practitioners are very in tune with children's individual learning needs through a good use of observations of children's achievements. Practitioners use this knowledge to interact effectively. They demonstrate a good understanding of when to interact in children's play and when to allow children to investigate independently. Consequently, children are continually absorbed in purposeful play and are active learners. Children's language development is promoted effectively throughout the nursery. Babies and toddlers are encouraged to join in with singing time because practitioners use actions and sing songs at a pace that helps them to participate. Older children's language is extended because practitioners model what they are thinking, for example, by saying 'I thought there would be more water in the jugs because it is raining.' Practitioners ask lots of questions to extend and link children's previous learning experiences. However, on occasions they do not utilise opportunities to ask questions, such as 'What if?' to enhance children's already good problem-solving skills.

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

Practitioners are well deployed to support children's well-being and meet their individual needs. This encourages children to feel confident to take measured risks in their play. Through songs and routines, practitioners actively teach children about good hygiene rules, for example, how to thoroughly wash their hands. Children's emerging understanding of healthy lifestyles is encouraged because they receive healthy and nutritious meals and snacks. Children receive lots of fresh air and exercise whatever the weather. For example, on rainy days children enjoy splashing in puddles and toddlers access soft play. Children's self-esteem is promoted well because practitioners give children precise praise for their efforts and achievements. Effective partnerships with the local schools ensures children are supported in their move to school.

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

The management team has a good knowledge of the learning and development requirements and how to keep children safe. Robust recruitment procedures ensure practitioners are safe and suitable to work with the children. There are effective procedures in place to monitor the performance of all practitioners. This has a positive impact on the quality of teaching and the overall learning experiences that are offered to children. Educational programmes are monitored through the use of tracking documents. Any gaps in the provision are quickly identified and action taken. The management team and practitioners have worked hard since the last inspection and have addressed all the actions and recommendations raised by Ofsted. This has resulted in improved outcomes for the children in relation to their learning, development and well-being. Thorough action plans ensure the nursery team continue to strive for improvement in their provision.

## Setting details

<b>Unique reference number</b>	EY414756
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	875536
<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>	80
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Mountford House Nursery Ltd
<b>Date of previous inspection</b>	25 July 2011
<b>Telephone number</b>	0115 960 5676

Mountford House Nursery was registered in 2011. It is privately owned. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications. The manager holds a qualification at level 4, 13 members of staff hold a qualification at level 3 and three hold a qualification at level 2. In addition, the pre-school manager has Early Years Professional status and the provider holds Qualified Teacher Status. The nursery opens from Monday to Friday for 50 weeks of the year, from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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