

# Magna Minors Day Nursery

Chew Medical Practice, Chew lane, Chew Stoke, Bristol, BS40 8UE



## Inspection date

2 June 2015

Previous inspection date

7 August 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff are skilled in promoting children's communication and language development. Staff support all children's communication and language needs through the use of sign language, commentary and questioning that challenges children to think and encourages them to speak. This enables children to make good progress with their speech development.
- The quality of teaching is good. Staff provide a stimulating environment that engages and motivates all children. Therefore, children make good progress in their learning and development from their starting points on entry, including those learning English as an additional language and those with special educational needs and/or disabilities.
- Staff take particular responsibility for children and get to know them very well. This positively enhances children's well-being through close relationships and strong bonds.
- Staff have regular supervision sessions with managers and attend frequent staff training meetings. This has a positive impact on the quality of teaching and the outcomes for children. As a result of recent behaviour training, staff use consistent strategies which have minimised unwanted behaviour. They offer children more praise, focus on positive behaviour and give children clear expectations.

### It is not yet outstanding because:

- Although children have access to a good range of learning activities, staff miss some opportunities to fully promote children's learning during outdoor play.
- The children have few opportunities to explore a wide range of natural resources to develop their sense of different textures and materials.

## What the setting needs to do to improve further

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

- develop the outdoor area to incorporate further learning experiences which are rich and varied to highly stimulate all children and particularly those who prefer to learn outdoors
- provide children with a wider range of natural materials which they can explore independently.

## Inspection activities

- The inspector held discussions with managers at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff to work with children.
- The inspector took account of the views of children, staff, and parents/carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector completed a joint observation with the senior manager.

## Inspector

Dominique Bird

## Inspection findings

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

Children settle quickly at the nursery and staff work with the parents and carers when their children start to find out about children's interests and development. Staff have a good understanding of how children learn and ways to promote their development. They carry out regular observations and use the information gained to plan activities which interest children and meet their individual needs. As a result, children enjoy a broad range of activities and experiences. Children explore a range of messy play which enhances their creativity and physical skills as they explore shaving foam with their hands and use paint brushes to decorate lanterns. Staff use assessment methods to identify children's strengths and areas to develop. Parents and carers receive regular information about their children's progress and staff encourage them to look at their children's learning file during regular meetings with staff. As a result, strong partnerships are well established.

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

Staff interact in a warm way with children. They always take time to listen to them and play alongside them. Children understand the importance of sharing and turn taking, such as waiting for their turn to play with a toy that someone else is playing with. Staff regularly praise children which builds their self-confidence. Children have easy access to a wide range of good quality resources which help to promote their independence well as they choose what they would like to play with. Staff are skilled at making the most of daily routines to enhance children's independence, such as serving themselves lunch and tidying up. This prepares them well for the next stage in learning and the eventual move on to school. Children's good hygiene is promoted as staff implement effective procedures to keep children clean and to reduce the spread of germs. Daily opportunities for children to engage in outdoor play benefit them well as they have regular fresh air and exercise.

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

The well qualified and effectively vetted staff team have a good understanding of the learning and development, and safeguarding requirements of the Early Years Foundation Stage. This helps them to maintain children's safety, promotes their well-being and supports them in making good progress in learning. Staff have a strong understanding of what to do if they are concerned about a child's safety and are confident about procedures to follow if required. The managers work closely with staff to evaluate the effectiveness of their practice. They accurately identify strengths and areas to improve which feed into the self-evaluation and they have addressed the recommendation from the previous inspection. Staff have improved inclusive teaching and children now have access to an environment and resources that reflect a wider range of people and communities.

## Setting details

<b>Unique reference number</b>	EY441324
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	986580
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Helen Carreyett and Marlene Broad Partnership
<b>Date of previous inspection</b>	7 August 2012
<b>Telephone number</b>	01275333900

Magna Minors Day Nursery registered in 2012. The nursery is located within a designated room at the rear of a recently built medical centre in Chew Stoke, Bath and North East Somerset. The nursery opens Monday to Friday from 8am to 6pm for 51 weeks of the year. The nursery employs nine staff; of these, eight hold appropriate early years qualifications at Level 3 or above and one member of staff is qualified to Level 2. The senior manager holds a Level 4 qualification in childcare and Level 5 in management. The registered owners both hold a degree in early years and education and one has Early Years Professional Status. The nursery receives early education funding for children aged three years old.

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