

The Melton Mowbray Nursery School

34 Dalby Road, MELTON MOWBRAY, Leicestershire, LE13 0BH



Inspection date

11 March 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children's learning is well planned for and they become deeply involved in challenging activities. Good quality observations and assessments ensure staff know exactly what children need to learn next and how to motivate them.
- Staff are warm and caring and provide children with lots of support and praise. This helps children to develop close emotional attachments with the adults caring for them.
- Children develop good self-help skills, confidence and independence because staff patiently encourage them to do things for themselves.
- Mealtimes are atmospheric times of the day throughout the nursery. Children chat to the cook as she delivers their meals. She tells the children about the food she has prepared and they tuck in and eat well.
- Partnerships with parents are good and those spoken to on the day of the inspection were positive about the setting and staff. Staff also work expertly with other professionals to ensure children's needs are effectively met.
- The management team is enthusiastic and motivated. They have a clear drive for continuous improvement. The views of parents and children are effectively used when identifying strengths and priorities for further improvement.

It is not yet outstanding because:

- The baby room is not organised effectively enough to fully support children's quickly developing physical skills.
- Children are not always given clear enough guidance on the rules and boundaries of the nursery and the consequences of their actions on others.

What the setting needs to do to improve further

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

- review how the baby room is organised to provide more-effective learning opportunities for them to develop their physical capabilities
- encourage children to develop further their understanding of the boundaries of the setting and to develop a deeper awareness of the consequences of their actions on others.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

The manager uses supervision effectively to identify strengths and weaknesses in staff practice and to set targets for professional development. The staff team is well qualified. They use training opportunities to enhance their own knowledge and teaching skills. As a result, children's learning continues to improve. Managers effectively monitor the provision, including children's progress. Action plans for further improvement identify which aspects need to be developed further. Gaps in children's learning are identified and action is taken to close gaps quickly. Arrangements for safeguarding are effective. Staff have a good knowledge and understanding of their role and responsibilities with regard to protecting children in their care from abuse and neglect.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff provide opportunities for children to explore and investigate. For example, an outdoor bug-hunt activity captivates their attention. They search around the garden moving logs and stones. Children delight when they find an insect; they excitedly call their friends and staff over to see. They observe closely, using magnifiers and taking photographs. This learning continues indoors as they recall past experiences and talk about their favourite things. Children are confident, inquisitive learners. Staff help older children learn effectively about the sounds letters make and mathematical concepts, such as shapes and size. They support children's early literacy skills well. They encourage children of all ages to make marks and join in with stories and songs. Staff provide props to further support children's interests and involvement in reading books.

Personal development, behaviour and welfare are good

Children are active and benefit from regular fresh air and exercise during outdoor play. Staff supervise children well and this helps promote their confidence. For example, as they take small risks, such as, building with, climbing on and jumping off tyres and logs, staff are on hand to encourage and support them. Children are well prepared when they move from room to room and to other settings, including school. There is a strong focus on helping children to be emotionally ready for the changes ahead. Children explore their own festivals and the festivals of others, through stories, food tasting and arts and crafts. Staff help children to learn about family values, develop a sense of belonging within the nursery and build on their self-esteem. Children are beginning to accept the needs of others and recognise their similarities and differences.

Outcomes for children are good

All children, including disabled children and those with special educational needs, make good progress in their learning. Younger children enjoy exploring paint and making patterns with their hands and fingers. Staff join children in their play and engage them in meaningful conversations. They skilfully ask questions to build on what children already know. Children have time to process questions and solve problems for themselves. They are well prepared for their next steps in learning, including their eventual move to school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY479188 |
| Local authority | Leicestershire |
| Inspection number | 981020 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 59 |
| Number of children on roll | 112 |
| Name of provider | Leicestershire Nurseries Limited |
| Date of previous inspection | Not applicable |
| Telephone number | 01664569372 |

The Melton Mowbray Nursery School was registered in 2014. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and children with special educational needs.

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