

Mersea Island Nursery School & Wraparound Care



Mersea Island School, Barfield Road, West Mersea, COLCHESTER, Essex, CO5 8QX

Inspection date	21 March 2016
Previous inspection date	16 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The manager has worked hard to effectively address the actions raised at the last inspection. She actively seeks the views of staff, children and other professionals to help inform her challenging but achievable improvement plans.
- Children have plenty of opportunities to experience fresh air and physical exercise. They freely choose between indoors or outside to play throughout the day. Children use climbing equipment and take part in games that promote their physical well-being.
- Staff provide a warm, welcoming, family orientated environment. They form close bonds with the children and their families. They provide intensive support for children to help them to settle and feel safe.
- Staff have formed close and effective partnerships with the Reception class teacher from the on-site school. They regularly share information about children's development and strategies to support children to be emotionally and educationally prepared for the move to the school classroom.

It is not yet outstanding because:

- Staff have yet to fully embed systems to engage all parents in their children's learning at the nursery and at home.
- Staff sometimes overlook opportunities to extend children's ability to use more-complex language to express their thoughts and ideas.

What the setting needs to do to improve further

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

- build on strategies to provide parents with further opportunities to engage in their children's learning at the nursery and at home
- provide children with further opportunities to use complex sentences to link their thoughts.

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 manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with the Reception teacher from the on-site school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. Staff complete training to ensure they are up to date with changes to safeguarding legislation. They carry out thorough checks of the premises to ensure that it is safe and secure. The manager meets with staff to review their practice and sets them targets to achieve. Staff are given responsibility for different areas of the curriculum to develop new ideas and to ensure all areas of learning are covered. The manager monitors the progress that individual and groups of children are making. She uses this to ensure that appropriate support is in place for any emerging gaps in learning. Staff have formed effective partnerships with the other early years settings that children attend.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good knowledge of how children learn. They get to know children well through their regular observations and accurate assessments of what they can do. Staff use this information to plan activities based on children's individual needs and interests. Staff skilfully incorporate mathematics into children's play. Using storybooks, they engage children in shape recognition. This soon turns into an activity drawing the circles they can see indoors and outside. Staff get down to children's level and engage them in purposeful interactions. Children become excited and enthused as staff roll down the garden slope with them. Staff use this as an opportunity to build on children's understanding of numbers and quantities as they count and estimate their rolls. Staff support disabled children and those with special educational needs well. They share information with parents and health professionals to ensure that the plans in place meet the children's needs.

Personal development, behaviour and welfare are good

Staff provide a stimulating and well-resourced environment indoors and outside. Children gain confidence and self-esteem as they make choices about the activities they want to take part in. Staff have high expectations for children's behaviour. They set clear age-appropriate boundaries and gently remind children of these throughout the day. Children learn to share, take turns and be considerate of each others' feelings. Older children are considerate and helpful towards younger children. Staff encourage children to evaluate risks for themselves. With the support of staff, children safely climb small trees in the garden. Children develop their imaginations. They engage in mud play and enjoy pretending to bake cakes and invent new recipes. Staff provide effective support for children and their families well-being in partnership with the local children's centre staff.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Children develop good social skills. They learn to listen and pay attention to instructions. Children learn vital skills, such as perseverance and investigation. They are all well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY286664
Local authority	Essex
Inspection number	1028611
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	2 - 11
Total number of places	24
Number of children on roll	52
Name of provider	Mersea Island Nursery School & Wraparound Care Committee
Date of previous inspection	16 September 2013
Telephone number	01206 382736

Mersea Island Nursery School & Wraparound Care was registered in 2004. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including the manager with Early Years Professional status. The nursery opens from Monday to Friday term time only. Sessions are from 8.45am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides before and after-school care for children aged three to 11 years old. Sessions are from 7.30am to 8.40am and 3.15pm to 6pm. The nursery supports disabled children and those with special educational needs.

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