

# Midford Road Nursery

105 Midford Road, BATH, BA2 5RX



<b>Inspection date</b>	25 July 2017
Previous inspection date	Not applicable

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

- The managers have worked very hard to develop the provision and practice since the nursery opened. Through their detailed evaluation and close focus on training, they are leading staff to effectively implement and maintain good-quality practice.
- Skilled and knowledgeable staff follow children's lead well. They facilitate children's ideas and help children guide much of their learning themselves. They use accurate observations and assessments to build on what children already know and help them make good progress. Children gain the skills they need in readiness for school.
- The nursery has very good links with the local community. For example, children enjoy regular music and singing sessions at the local residential home and help grow produce at the nearby allotment. They develop a very good understanding of the world through a variety of regular trips, such as to the library, theatre and nearby woodland.
- Children are well cared for by the friendly and attentive staff. They recognise the uniqueness of each child. They take the time to get to know them and spend good-quality time supporting them in their activities.

### It is not yet outstanding because:

- Staff do not share as much information as possible with parents about children's ongoing progress, to fully ensure continuity of learning between home and the nursery.
- Although the manager has introduced a system for tracking children's progress, this is not yet refined enough to inform more rigorous analysis of the impact of teaching and intervention for different groups of children.

## What the setting needs to do to improve further

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

- enhance the sharing of information with parents about their children's learning
- refine the tracking of children's progress, to inform more rigorous analysis of the impact of teaching and intervention for different groups of children.

### Inspection activities

- The inspector observed activities in all of the play rooms and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, and the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on messages given to the manager.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Children are well protected by robust risk assessments and clear procedures. There are strong systems in place for recruitment, supervision and monitoring of staff. The managers support staff well to increase their skills through mandatory and additional training. They work as a team to implement this in practice, such as improved planning processes and child-led teaching approaches. The managers attend local meetings with other providers to keep up to date with good practice and recent changes to legislation. Staff liaise effectively with parents and external agencies so that they work well together to ensure that all children get the support they need.

### Quality of teaching, learning and assessment is good

Babies relish exploring sensory water beads and develop their coordination skills really well. Through the close support and encouragement from staff they tackle challenges. For example, babies persevere in picking up the slippery beads between their thumb and forefinger and experiment with squashing them or collecting them in tubs. Older children enjoy expressing themselves through arts and crafts activities. They concentrate intently as they create detailed pictures and models based on their own interests. Staff ask probing questions to encourage children's planning and deeper thinking. For instance, children experiment mixing colours as they make marks, they talk about the models of snowmen and pizza they make with dough and link to film characters and their experiences.

### Personal development, behaviour and welfare are good

Children settle really well into nursery and develop strong bonds with staff. They thrive in the relaxed and happy environment. Children are confident and develop good social skills and independence. For instance, children in the two- to three-year age group enjoy sociable mealtimes and eagerly get involved in tidying away the activities. Babies toddle over to join others in play and older children calmly negotiate and resolve differences themselves. Staff set up the all-weather playground well so that children are inspired to be active in the fresh air. Children relish also having the opportunity to use the adjacent field and the extended space this offers them. They enjoy a visit from a local farm. They excitedly feed llamas and goats, and gently stroke rabbits and guinea pigs. Older children develop their physical skills effectively on challenging equipment indoors and outside.

### Outcomes for children are good

Children's communication and literacy skills develop well. For example, babies eagerly select books and then confidently toddle over to staff to snuggle and share their story. They copy the role-modelled speech of staff, developing their skills well, including children learning English as an additional language. Older children are skilled in forming letters of their name. They create intricate drawings recalling and representing their experiences, such as seeing hot air balloons. Children who have special educational needs and/or disabilities and those for whom the nursery receives additional funding have good opportunities to reach their potential.

## Setting details

<b>Unique reference number</b>	EY493431
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	1030351
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Midford Road Nursery Limited
<b>Registered person unique reference number</b>	RP910157
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01225 833141

Midford Road Nursery registered in 2015. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with qualified teacher status. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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