

Mel's Totstop Day Nursery

Rosecliffe, Rossall Close, Bottesford, SCUNTHORPE, South Humberside, DN16 3QT



Inspection date

3 October 2017

Previous inspection date

22 August 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders are not yet fully effective in monitoring and coaching staff to enable them to address the inconsistencies in the quality of teaching.
- Leaders are not yet fully effective in identifying and addressing weaknesses in daily routines and the physical environment that hinder children's play and learning.

It has the following strengths

- Relationships are positive on all levels. Staff create a warm, friendly and safe environment where children are happy and parents feel welcome. Consequently children arrive happily, settle quickly and behave very well.
- Staff forge strong links with parents. Parents speak very highly of the nursery and of the support that they get if their children need extra help.
- Children develop a good level of independence, for example, by learning to set the table for lunch, serve themselves and clear their dishes away afterwards.
- The younger children benefit from a very pleasant, calm environment where they concentrate in their chosen play for extended periods and are effectively supported by staff.
- Leaders work well with the local authority advisory service to continually improve the service to children and their families.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve consistency in the quality of teaching and learning across the nursery through rigorous monitoring, thoughtful reflection and coaching staff effectively	28/02/2018
■ identify when daily routines and the physical environment are limiting children's play and implement changes that will have the most significant impact on children's engagement and learning	28/02/2018

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and out.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare. The inspector also carried out joint observations with the manager.
- The inspector held a meeting with the nursery manager.
- The inspector spoke with several parents during the inspection and took account of their views.
- The inspector looked at children's records, evidence of the suitability of staff working in the provision and a range of other documentation, required for the safe and effective management of the provision.

Inspector

Elizabeth Patricia Edmond

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders welcome the regular support from the local authority. With this support they have begun to implement systems to monitor and improve the quality of teaching. This is not yet fully embedded into regular practice. Therefore the quality of teaching, which includes the preparation and delivery of activities, is variable. Safeguarding is effective. Staff have attended training, relevant to their level of responsibility, to help them to understand how to protect children. All the necessary documentation is in place for the safe management of the provision and the protection of children. Recruitment procedures and ongoing dialogue with staff ensure that they continue to be suitable to work with children.

Quality of teaching, learning and assessment requires improvement

At times, children are fully engaged in their play and are supported effectively by staff. For example, children are proud of the warm praise they receive when they persevere to get the shaped blocks into the corresponding holes, or have scooped the sand into the sieve. They are also very interested and engaged when they discover what is inside the pumpkin; more able children talk confidently about the seeds and the flesh. However, leaders do not always identify when additional resources are needed to extend children's play and enable more children to take part. Consequently some children become bored and wander off. In the same way, some routines have a positive impact on children's learning and development; lunchtimes provide good opportunities for children to develop their independence and chat in small groups. However, at other times, children spend too long waiting, for example, when they are ready to go outside but have to wait a long time for staff to take other children to the toilet. Similarly, sometimes children are ready for a story, yet have to wait for staff to find a book. This limits the time available for play, and learning throughout the day.

Personal development, behaviour and welfare are good

Staff get to know the children and their families very well. Therefore children's individual care needs are met effectively. Strategies to engage parents in their children's learning are, on the whole, successful. Parents confirm that advice offered to them before the summer break, and links with other agencies, have helped their children to maintain and improve their language skills and be more ready for school. Children's health benefits from a balanced diet. They enjoy the home-cooked food and fresh fruit. The older children drink plenty of water because they like using the small jugs to pour their own drinks. Behaviour throughout the nursery is good. Children are supported effectively to take turns, share and be kind. Older children confidently relate these rules to the toy crocodile, telling it that, at nursery, everybody has to be kind to their friends.

Outcomes for children require improvement

Children make steady rather than good progress. They are generally working within the expected developmental age bands. They are happy, active and inquisitive in their play. They are emotionally secure and gain some useful skills in readiness for their next stage in learning and the move on to school. However, teaching and learning are not consistently good, which impacts on the progress children make.

Setting details

Unique reference number	EY415454
Local authority	North Lincolnshire
Inspection number	1101720
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	52
Number of children on roll	164
Name of registered person	Mel's Totstop Limited
Registered person unique reference number	RP905119
Date of previous inspection	22 August 2014
Telephone number	01724851333

Mel's Totstop Private Day Nursery was registered in 2010. It operates in Bottesford, Scunthorpe, North Lincolnshire. The nursery opens five days a week from 7.30am until 6pm, all year round, except bank holidays and a week at Christmas. An out of school club runs from 7.30am until 9am and 3pm until 6pm, during term time. Holiday play scheme sessions are available during the school holidays. The nursery receives two-, three- and four-year-old nursery funding. There are currently 11 staff working directly with the children, all of whom have an appropriate early years qualification at Level 3 or above. Three staff hold Level 6 qualifications.

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