

Magna Minors Day Nursery

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



Inspection date

9 November 2017

Previous inspection date

6 July 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Teaching is not consistently strong. Since the last inspection, the provider, manager and staff have introduced new systems to observe and assess children. However, they do not use the information gathered to plan challenging activities based on children's individual interests. Not all children make the progress they should.
- The provider's arrangements for performance management are, at times, inconsistent. They do not use their supervision procedures well enough to identify and take action to improve weaker practice, to ensure the ongoing development of the staff team.
- The manager and staff do not gather precise information from parents about each child's care needs and learning when they first start, to assess children's starting points accurately.
- Occasionally, some routines are not organised well enough. Children become restless while they wait to move between meaningful learning experiences of their choosing.

It has the following strengths

- The manager and staff manage children's behaviour well. Children are sociable and kind towards each other. Staff teach children to share, be tolerant and well mannered.
- The manager and staff provide children with daily opportunities to play outdoors. Children use the well-resourced area and develop appropriate physical skills.
- The manager and staff support children to develop their independence skills. Children know the importance of washing their hands and putting on their own aprons.

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 the consistency and quality of the new observation and assessment systems, to ensure activities are adapted effectively to challenge, support and extend children's development	30/11/2017
■ sharpen the focus on supporting staff teaching practice to ensure children benefit consistently from quality learning experiences that support their good progress	30/11/2017
■ obtain detailed information from parents about their children's capabilities on entry to the setting, to ensure children's care is tailored to their individual needs.	30/11/2017

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

- review the routines of the setting to reduce the time children have to wait before they can engage in meaningful daily routines and activities.

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 sampled a range of documentation, including attendance records, staff suitability checks, safeguarding, self-evaluation, and children's observation, assessment and planning records.
- The inspector held discussions with the provider and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Since the last inspection, the manager and staff keep up to date with changes in child protection legislation. They understand the procedures to follow if they have a concern about a child's welfare. The provider has appropriate recruitment and induction procedures in place. She checks staff ongoing suitability regularly. The provider has addressed the actions raised at the last inspection. However, there are some aspects of her leadership that are less effective and the quality of teaching is inconsistent. For example, despite having arrangements in place for monitoring staff performance, they are not implemented regularly enough to ensure the teaching of staff and children's outcomes are consistently good. The manager and staff are qualified, and welcome support from the local authority. They are keen to increase their skills and knowledge. For example, recent training has strengthened their understanding of how the learning environment influences children's development.

Quality of teaching, learning and assessment requires improvement

Teaching is not yet good enough. Although the provider has developed observation and assessment systems to monitor children's learning, staff do not use this information well enough to plan for, build on and extend children's development. Some children become disinterested and, at times, wander. For example, children lose interest quickly in creative and shape-naming activities that do not engage their interests. Nevertheless, staff support children's communication and language development sufficiently. They allow children time to respond to their questions and introduce new words, such as 'icicle' and 'hippopotamus'. Staff support children to be imaginative. Children make pretend cups of tea, talk on the toy telephone and sail a pirate ship. Parents are complimentary about the manager and staff. They comment positively on changes made since the last inspection, such as resources and equipment being more accessible to all children.

Personal development, behaviour and welfare require improvement

Overall, children develop secure emotional relationships with staff. However, staff do not gain detailed care and learning information from parents to help children settle right from the start. Children enjoy freshly prepared meals daily. They are keen to demonstrate the use of cutlery to their friends. However, on occasion, staff do not use routine activities, such as mealtimes, to engage children in meaningful learning experiences. Children are kept waiting at tables with sometimes little to do. Children have opportunities to learn about the lives of others, including festivals, such as Diwali.

Outcomes for children require improvement

Not all children are consistently challenged or engaged to make the best possible progress in their learning. Nevertheless, they do acquire some skills that prepare them for their future learning. For example, children are curious and test out their early design skills. They build towers, and have fun knocking them down. Children enjoy looking at books. They match animal sounds to pictures and enjoy making animal noises.

Setting details

Unique reference number	EY441324
Local authority	Bath & NE Somerset
Inspection number	1109095
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 1
Total number of places	40
Number of children on roll	27
Name of registered person	Helen Carreyett and Marlene Broad Partnership
Registered person unique reference number	RP902395
Date of previous inspection	6 July 2017
Telephone number	01275333125

Magna Minors Day Nursery registered in 2012. The nursery is located within the medical centre in Chew Stoke, in Bath and North East Somerset. The nursery opens Mondays to Fridays from 8am to 6pm, for 51 weeks of the year. There are four members of staff who work directly with the children, all of whom have appropriate childcare qualifications between level 3 and level 6.

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