

# Mayfield Kindergarten

38 St. Brannocks Road, ILFRACOMBE, Devon EX34 8EQ



<b>Inspection date</b>	12 February 2019
Previous inspection date	18 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The quality of teaching is variable. Staff do not provide experiences that are appropriate to individual children's age and stage of development. As a result, children do not always make good progress in their learning.
- Staff do not make accurate assessments of children's progress or identify ambitious or appropriate next steps to support children's learning. They do not present children with high levels of challenge or target learning opportunities to children's precise needs.
- The owner's current system to support staff does not help them to address areas in which they are less confident or to raise the quality of teaching to a consistently good level.
- The owner has not developed effective systems to monitor the nursery and identify any weaknesses. This means that weak practice is not addressed quickly to improve outcomes for children.

### It has the following strengths

- Children are happy and settled. They have close relationships with staff and enjoy their time at nursery.
- Staff meet children's care needs well. They encourage children to access outdoor play to promote their physical well-being and provide them with healthy snacks.
- Staff encourage children to be independent. Children develop a sense of responsibility and help to tidy away resources. Staff give children time and space to develop their self-care skills, such as doing the zip up on their coat.
- There are strong partnerships with parents and other settings children attend. This enables staff to provide continuity in children's care.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of teaching across the whole nursery to ensure that all staff provide challenging activities to meet each child's learning needs	12/03/2019
ensure that staff use assessment effectively to identify where children are in their learning and use the information to tailor activities and teaching to meet children's individual learning needs	12/03/2019
develop a robust system for managing staff performance to provide effective supervision, support and coaching, to help all staff become confident practitioners and raise the quality of their practice.	12/03/2019

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

- make effective use of self-evaluation to identify and address any weaknesses in practice quickly.

### Inspection activities

- The inspector observed staff and children inside and outside.
- The inspector spoke with staff and the owner.
- The inspector carried out a joint observation with the owner.
- The inspector sampled documentation, including policies, children's records and staff records.
- The inspector spoke to some parents to gain their views of the nursery.

### Inspector

Katherine Lamb

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The owner and staff know what action to take should they have any concerns about children's welfare. The owner ensures that staff working with children are suitably qualified and are vetted appropriately. Risk assessments and daily checks help to support children's safety. The owner does not evaluate the nursery, to monitor the quality of teaching and improve outcomes for children. For example, she does not monitor assessment records, including for different groups of children, to ensure all children make good progress. There are no robust systems in place for focused support and coaching for staff, to make sure all children are offered consistently high-quality learning experiences. Staff supervise children closely and deploy themselves appropriately to ensure they are safe.

### Quality of teaching, learning and assessment requires improvement

Staff do not complete regular observations and assessments of children's learning. As a result, children's next steps are not tailored to their individual learning needs to help them make good progress. Babies enjoy exploring a range of textures as they investigate treasure baskets. Older children engage in role-play activities. They create their own characters and provide a running narrative as they play. This helps to develop their imaginative skills. However, despite staff being well qualified, the quality of teaching is variable. Staff do not always effectively challenge and engage children in their play, particularly in planned activities. For example, toddlers use pre-cut shapes to make a picture of a house and staff instruct where the shapes should be placed. Older children receive little support to challenge them when they draw round and name shapes.

### Personal development, behaviour and welfare are good

Staff support children well to settle when they first attend, particularly babies. They offer babies and children comfort and reassurance when they are upset or unsure. Children are well behaved. Staff are positive role models for children and they support children's self-esteem well as they provide regular praise and encouragement. Staff are kind and remind children to use good manners. Children have regular opportunities to spend long periods of time in the outdoor area, to exercise and enjoy fresh air. For example, toddlers and older children confidently use ride-on toys and learn to take risks using balancing beams.

### Outcomes for children require improvement

Children gain some skills that prepare them for the next stage in their learning. However, variations in the quality of teaching result in missed opportunities to extend children's learning to help them make consistently good progress in readiness for school. Children confidently explore their environment and lead their play. Older children start to develop early writing skills and babies copy animal sounds when staff read them stories. Toddlers begin to develop social skills as they share toys.

## Setting details

<b>Unique reference number</b>	106355
<b>Local authority</b>	Devon
<b>Inspection number</b>	10060674
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Livingston, Gillian Lynn
<b>Registered person unique reference number</b>	RP902934
<b>Date of previous inspection</b>	18 February 2015
<b>Telephone number</b>	(01271) 862640

Mayfield Kindergarten registered in 2000. It is a privately owned day nursery situated in Ilfracombe, North Devon. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The nursery is open from 8am until 5.30pm Monday to Friday all year round. There are seven members of staff working with the children. There is one member of staff with a level 4 qualification, four members of staff with qualifications at level 3 and two with a qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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