

Maypole Day Nursery

Shillingstone C E V A Primary School, Augustan Avenue, Shillingstone,
Blandford Forum, Dorset DT11 0TX



Inspection date	26 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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 management team promotes the continual professional development of staff very well. For example, staff have completed training that helps them to plan for children's immediate interests and motivate their learning more effectively.
- Staff form close bonds with children and get to know them and their families well. Staff help children feel settled and emotionally secure in the nursery.
- Staff actively support children's interests in play. They provide exciting play experiences to motivate children's learning and support them well to make good progress.
- Children behave well. They benefit from frequent praise and encouragement for their achievements. Children learn to share toys and be kind and helpful to others.
- Staff encourage children's understanding of the world effectively. For instance, children like going on walks with staff along the host school's nature trail or to a nearby farm where they see animals, such as sheep and chickens.
- Staff sometimes miss opportunities to support children's thinking skills further, for example, to encourage them to start solving simple problems and give ideas about what they think will happen next.
- Staff do not always organise some larger group activities, such as register and story times, to engage all children's full interest, consistently challenge their learning and help them all to participate and feel included.

What the setting needs to do to improve further

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

- make more consistent use of opportunities to help children think for themselves and develop their problem-solving skills further
- improve the organisation of larger group activities to support the needs of all children and encourage their participation and interest more consistently.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors and discussed their learning and development with staff.
- The inspector viewed documentation including operational policies, procedures and required records for suitability, such as first aid, qualification and insurance certificates.
- The inspector took into account the written and spoken views of parents.
- The inspector undertook a joint observation of an activity with the manager and discussed the quality of teaching.
- The inspector held discussions with management, including about self-evaluation and how this helps staff make ongoing improvements.

Inspector
Mary Daniel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff have a clear understanding of safeguarding issues and the procedures to follow in the event of a concern arising. They make good use of additional funding to support children's individual learning, such as to support their early literacy skills. Staff actively share information with other settings that children attend, working together to support and monitor their learning effectively. The management team actively encourages staff to evaluate their practice and make ongoing improvements. For instance, staff have reviewed and changed the layout of playrooms to provide more space for children's play and to enable their independent choices of toys. Staff work well with parents and provide them with information about children's play and learning. For example, they share regular summaries of children's achievements and next steps of learning.

Quality of teaching, learning and assessment is good

The management team and staff continually monitor children's achievements to assess how and where to support them next. They have introduced systems to help them assess how different groups of children make their progress and identify ways to close gaps in their learning well. Staff support children's imaginations effectively in their play. For example, older children have great fun pretending to make toy insects splash in a puddle. They add leaves and more water and say, 'I'm making chicken casserole'. Younger children like to play with their dolls and sing a favourite song to them, pointing to their 'heads, shoulders, knees and toes'. Staff encourage children's exploration of different colours and textures well. For instance, older children mix flour, water and oil together to make some play dough and add herbs and food colouring. Younger children shriek with laughter as they splash their hands enthusiastically in bubbly water.

Personal development, behaviour and welfare are good

Staff are caring and kind, and children respond positively to them. Children interact well with their friends and play cooperatively. Staff encourage children's physical health and coordination skills well. For example, older children carefully walk along the balance beam and fill, carry and pour jugs of water into a muddy hole. Younger children dig in the sand and like to jump and roll on the soft mats outdoors. Staff actively support children to make independent choices. For instance, older children vote to decide which story they want to hear. Younger children choose from a variety of props, such as a toy frog, star or sheep, to show which favourite song they wish to sing.

Outcomes for children are good

Children develop a positive approach to learning that helps them with their move to school. They gain good literacy and communication skills. For example, older children start to recognise familiar letter shapes and sounds. They use words well, such as to describe mud as 'squelchy'. Younger children show enthusiasm and excitedly say 'tap, tap, tap' as they bang on a box when playing a favourite 'what's in the box?' game.

Setting details

Unique reference number	EY544748
Local authority	Dorset
Inspection number	10097264
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 8
Total number of places	26
Number of children on roll	100
Name of registered person	Maypole Day Nursery Limited
Registered person unique reference number	RP544747
Date of previous inspection	Not applicable
Telephone number	07854941079

Maypole Day Nursery registered in 2017. It operates from premises within the grounds of Shillingstone Primary School, Shillingstone, Dorset. This privately owned nursery is open from Monday to Friday for 48 weeks of the year from 8am until 6pm. The owner holds a level 4 childcare qualification and employs a manager and five members of staff. Of these, four staff hold a level 3 qualification and two hold a level 2 qualification. The nursery receives funding to provide free early years education for children aged two, three and four years.

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