

Mendip House Nursery & Pre School

17a Bedford Road, WESTON-SUPER-MARE, Avon BS23 4EJ



Inspection date	1 May 2019
Previous inspection date	29 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff create a calm and comfortable environment and form close relationships with the children. Children use their strong attachments with the caring staff team to develop good social skills. For example, toddlers affectionately greet their friends with cuddles when they wake from their sleep.
- Staff build children's confidence and self-esteem successfully and encourage them to be independent in their self-care. For example, children learn to use cutlery and inform staff assertively that they would like to pour their own drinks. This helps to prepare children for later learning, including school.
- Staff know the children well and assess their good progress accurately. They use this information effectively to plan a range of enjoyable activities.
- Leaders work well with the staff to provide good-quality care and education, to support children and their families. They reflect on the setting to identify areas for development, to enhance children's experiences. For example, leaders are currently reviewing the lunchtime routine to improve staff's deployment and reduce the time children spend waiting.
- Staff do not target individual children's next steps in learning as well as they could to help them make even more progress, particularly the more able children and those who speak English as an additional language.
- Staff miss opportunities to engage the older children in detailed discussion, to support them to think about and share their ideas.

What the setting needs to do to improve further

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

- strengthen the professional development opportunities for staff to provide more-precise support for individual children's next steps in learning, particularly the more able children and those who speak English as an additional language
- make better use of all opportunities to encourage the older children to express their thoughts and ideas.

Inspection activities

- The inspector observed children during planned activities, self-chosen play and routine tasks.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector spoke with children, parents and staff to take account of their views.
- The inspector held discussions with the provider and manager to find out how they implement the requirements of the early years foundation stage.
- The inspector sampled a range of documents, including children's learning records, staff's suitability checks and training certificates, and policies and procedures.

Inspector

Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a secure understanding of how to recognise signs that a child's welfare might be at risk. They know how to refer any concerns to the appropriate authorities to protect children from harm. Overall, leaders provide good support and coaching for staff, to ensure they understand their role and responsibilities and to involve them in evaluating their practice. For example, leaders observe staff to identify their strengths and areas for development. Staff have attended training to help them provide adult-led activities that target children's speech. Children engage well during these activities and enjoy the focused attention and interaction from staff. Leaders have developed the system to monitor the progress that all children make, to obtain more information about different groups of children. They are currently working with individual staff members to focus on any common gaps in their key children's development.

Quality of teaching, learning and assessment is good

Staff work closely with parents to keep them informed of their children's progress and to provide advice about how to extend children's learning at home. Staff know how to plan activities that capture and maintain children's attention. For example, staff sing nursery rhymes with toddlers using props and the children delight in copying staff's actions. Children are keen to take part in the activities that staff provide and are motivated to explore for themselves. For example, when babies take books to staff, staff read to them enthusiastically and talk about the pictures, helping the younger children to develop an early enjoyment of stories. Staff support the older children to hold a pencil correctly and to make controlled and meaningful marks. Pre-school children confidently and proudly show staff the pictures they have drawn.

Personal development, behaviour and welfare are good

Children behave well and often use good manners without prompt from staff. They listen to and follow staff's instructions eagerly. For example, staff give children specific jobs to do to help tidy up and the children undertake these tasks willingly, working together cooperatively. Staff promote children's health and safety effectively. They provide ample time for all children to play and exercise in the fresh air. Children are physically active, such as pedalling and pushing ride-on toys around the garden.

Outcomes for children are good

Children make good progress in their learning. Older children practise counting, such as when building towers with blocks, and investigate measurement by exploring how long they need to extend a tape measure to fit in different spaces. Babies look in mirrors with fascination, studying their own reflection and that of staff who capture their attention, such as with gestures and facial expressions. Children play with each other harmoniously, reminding each other of the need to listen to instructions.

Setting details

Unique reference number	EY219881
Local authority	North Somerset
Inspection number	10104339
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	42
Number of children on roll	53
Name of registered person	Mendip House Nursery & Pre School Limited
Registered person unique reference number	RP520308
Date of previous inspection	29 July 2015
Telephone number	01934 629584

Mendip House Nursery & Pre School registered in 2002 and is located in Weston-super-Mare in North Somerset. Sessions run from 8am to 6pm each weekday, throughout the year. The owner, manager and all six staff have relevant early years qualifications at level 3. The nursery receives funding for the provision of free early years education for children age two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

