

Mary P's Ltd

Lacon House, 2 Millham Road, Bishops Cleeve, CHELTENHAM,
Gloucestershire GL52 8BL



Inspection date	2 July 2019
Previous inspection date	4 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The owner and staff work well together to provide a very welcoming and inviting environment where children can make individual play choices from a wide range of high-quality toys and resources.
- There are exceptionally caring relationships between children, their key person and the whole staff team. Children's behaviour is exemplary and they are happy and eager to learn.
- Staff ensure children's health, welfare and well-being are significantly enhanced by the way they vigilantly adhere to the nursery's robust policies and procedures. For instance, staff preparing and serving food diligently wear hair nets, aprons and gloves to help prevent any cross-contamination and explain why to children. These exceptionally high standards of care and hygiene practices support children's personal care needs extremely well.
- Partnerships with parents are strong. Staff foster this in many ways, such as regular meetings and sharing online how parents can actively get involved in their child's learning. This includes those children with special educational needs and/or disabilities. Parents state that 'staff support has been fantastic, proactive and very supportive'.
- Leaders use effective systems to monitor the breadth and quality of the curriculum. This includes the tracking and analysis of children's next stages in learning so that all children make good progress and staff can identify where children might benefit from the support of other professionals.
- Staff working with babies and toddlers provide them with a varied range of resources and activities. However, they do not consistently make the most of all opportunities to extend children's learning through play and to challenge them further through effective interactions.
- Some adult-led activities for small groups of pre-school children are not planned to the same high standard as other parts of the curriculum. This means some children do not learn as much as they can on these occasions.

What the setting needs to do to improve further

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

- make the most of all chances to engage with younger children during play in order to extend their learning and challenge them further
- maximise opportunities provided during adult-led small-group times so that all pre-school children learn as much as they can.

Inspection activities

- The inspector observed activities and staff interactions with children playing and learning indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with a senior member of staff.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records and evidence of staff suitability.
- The inspector spoke with the owner, senior practitioners, staff, parents and children at appropriate times and took account of their views.
- The inspector held discussions with the owner about future development plans.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The whole team demonstrates a strong desire to drive further improvements. They use feedback from previous inspections, the views of parents and carers and several internal audits to identify priorities for improvement and put in place actions to address them. For example, staff have recently replaced the whole of the back garden with an outdoor rubber floor to improve younger children's opportunities for developing their social and physical skills outdoors. Safeguarding is effective. Staff are extremely knowledgeable about the safeguarding and welfare requirements. They understand what to do if they are concerned about a child in their care. Staff undertake a range of professional development opportunities to help them to develop further their care and practice. For instance, senior staff recently attended training to improve their supervision and evaluation skills to help raise staff practice to outstanding levels.

Quality of teaching, learning and assessment is good

Staff support children's mathematical and literacy development particularly well. For example, staff model mathematical language during pretend play. They encourage children to discuss number, colour and positional language of toy cars driving to find a garage for petrol. Children enjoy moving their fingers through materials, such as coloured rice and spaghetti hoops. This helps them to develop the finger skills required for later writing. Older children listen attentively to stories, expanding their vocabulary and offering their thoughts and ideas. Staff provide children with plenty of opportunities to strengthen their physical skills through varied activities, such as a physical education lesson where children balance an egg on a spoon, attempt to run in a sack and learn to control their bodies in a lively 'stop, start, traffic light game'. Additionally, children thoroughly enjoy the forest area, 'builder's yard' and 'car repair shop' that staff provide to help support children's current interests and their understanding of the world.

Personal development, behaviour and welfare are outstanding

Staff provide a very safe environment and carry out regular risk assessments throughout the day, talking to the children about keeping themselves and others safe. For example, children know they must wear hats, apply sun cream and play in the shade to keep them safe on a hot day. They understand that used tissues must go in the bin. This promotes children's independence and gives children an understanding of risks in their environment. Staff are extremely positive role models. They interact with each other politely and with respect, setting an excellent example to children. Their very positive approach to behaviour management helps children develop superb social skills. Staff talk to children about making 'good choices' and praise the children's 'good ideas' when they manage their own disputes. Younger children share toys and equipment well.

Outcomes for children are good

Children are motivated to learn. They confidently select resources and speak and listen to others in small groups. Children learn about self-care as they start to recognise when they are tired and need to rest. They learn to drink water when they are thirsty, serve their own food and clean their teeth after meals. As the move to school gets closer, children practise getting changed for physical education and start to write their name.

Setting details

Unique reference number	EY479414
Local authority	Gloucestershire
Inspection number	10076152
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	0 - 4
Total number of places	29
Number of children on roll	49
Name of registered person	Mary P's Ltd
Registered person unique reference number	RP902454
Date of previous inspection	4 April 2016
Telephone number	01242 672215

Mary P's Ltd registered in 2014 and is one of three settings that are privately owned by the same provider. It operates from a building in Bishops Cleeve, near Cheltenham, Gloucestershire. The setting opens on Mondays to Fridays from 8am until 6pm, all year round, closing for bank holidays and one week at Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four years. Nine members of staff work with the children, six of whom hold appropriate childcare qualifications at level 3 or above. The owner holds early years professional status.

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