

# Inspection of The Melton Mowbray Nursery School

34 Dalby Road, Melton Mowbray, Leicestershire LE13 0BH

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Inspection date: 8 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and show positive relationships with staff. They demonstrate that they feel safe and secure. Children have unique opportunities to help staff carry out safety checks in the outdoor area. They call themselves 'safety spies'. Children have clipboards and pens to record any potential hazards they may find. They enjoy completing tasks and gain a sense of responsibility.

Children thoroughly enjoy spending time in the extensive garden. Younger children take and manage risks. For example, they use their feet to push along tricycles on grass. Children make attempts to push them up a small hill and show great levels of perseverance.

The manager has high expectations of staff and of children's learning. For example, she supports staff through supervision meetings. Staff reflect on their practice and extend their professional development. They attend training courses that help them to develop the range of activities they offer children. When staff ask children to move in different ways and to 'wake up and wiggle', children respond and say 'like floppy cheese'. They shake their bodies, stretch their arms out wide and stomp their feet. This contributes to children's physical skills. Children demonstrate a positive attitude to learning.

## What does the early years setting do well and what does it need to do better?

- Staff support children's communication and language skills well. For example, they provide activities that encourage older children to develop their listening skills. Children listen and say, 'We are going on a listening walk'. Staff provide them with large pretend ears to wear and take them around the garden. They ask children to identify the sounds they hear. Children say, 'I can hear a bird'.
- Staff provide children with opportunities to be creative. Children use paint to explore colours. They confidently tell staff that when they mix together blue and red it makes brown. However, occasionally, staff miss opportunities to further extend older children's learning so that they can achieve the best possible learning outcomes.
- The manager and staff use the curriculum to provide children with opportunities to extend the experiences they receive at home. They make sure that children have plenty of opportunities to learn outdoors. For example, children look for insects in the garden to follow their interests.
- Staff support children to learn about healthy foods. Children play with real vegetables in the role-play areas. Staff help children to learn about the names of different vegetables, such as a swede and a parsnip. This helps children to develop their understanding of nutritious foods.
- Staff encourage children to be independent. Children wash their hands prior to

eating and serve themselves food at mealtimes.

- Staff support children's mathematical skills well. For example, when staff play alongside very young children in the sand, they count how many scoops it takes to fill a container, counting to three. This contributes to younger children's understanding of numbers. However, staff do not always think carefully enough about younger children's interests and abilities when they plan adult-led activities. Consequently, some of the children sometimes lose interest.
- The new manager has made positive changes to the nursery. This includes providing parents with further opportunities to develop their children's learning at home. For example, borrowing books to read to their children in order to promote their literacy skills.
- The manager and staff share information about children's development with schools when children move on. They invite teachers to visit the children in the nursery prior to them starting school. This promotes consistency for children and provides them with opportunities to get to know their teacher.
- Staff share information with parents about children's achievements and care routines. Parents view photographs of children playing. This helps to keep them informed about their children's progress.
- Staff give children plenty of praise and encouragement. They encourage children to use good manners. Children behave well and are polite.
- Staff sing nursery rhymes with very young children and encourage them to learn sign language. This contributes to their understanding of words and to learn how other people may communicate.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. They know where to report any concerns they have regarding children's safety and welfare. The manager promotes the safe use of mobile phones and cameras in the nursery. Staff carry out opening and closing checks indoors and outdoors. This helps them to provide a safe environment for children to play. The manager uses robust recruitment procedures to make sure that staff are suitable for their roles. This contributes to children's safety.

## What does the setting need to do to improve?

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

- strengthen the planning of adult-led activities for younger children to ensure that they consistently maintain attention and take a more active part
- strengthen teaching skills to further extend older children's learning so that they can achieve the best possible outcomes.

## Setting details

<b>Unique reference number</b>	EY479188
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10076128
<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 to 4
<b>Total number of places</b>	71
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Leicestershire Nurseries Limited
<b>Registered person unique reference number</b>	RP905578
<b>Telephone number</b>	01664569372
<b>Date of previous inspection</b>	11 March 2016

## Information about this early years setting

The Melton Mowbray Nursery School registered in 2014 and is situated in Melton Mowbray. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, and three hold level 2. The nursery opens from Monday to Friday all year round, apart from one week in between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- The inspector had a tour of all areas of the nursery.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- A meeting was held between the inspector and the nursery management team. The inspector reviewed a sample of documentation. This included evidence of staff suitability and training.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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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