

# Inspection of Mongewell Park Nursery School

Elizabeth House, Reading Road, Cholsey, Wallingford, Oxfordshire OX10 9HA

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Inspection date:

26 February 2020

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Weaknesses in leadership, including the effectiveness with which the manager fulfils her role and supports her staff team, impact on children's experiences across the nursery. Children in the youngest age ranges do not benefit from a consistent staff team who can plan precisely for their individual learning needs. At times, young children remain unmotivated by the activities on offer, which fail to capture their curiosity successfully. Additionally, staff do not implement a well-designed curriculum that engages and challenges older children in their learning consistently. Despite the weaknesses in the quality of education, all children settle well and have their care needs met, by a nurturing staff team. Children behave well. They show a good consideration for the rules of the nursery and respond positively to group rules, which are consistently modelled by staff. All children, including groups who show a preference for learning outside, enjoy activities outdoors that capture their enthusiasm for learning. For example, older children follow staff's safety instructions well and skilfully climb up ramps that have become slippery in the rain, during their firefighters' game. Younger children chant along to a familiar rhyme as they eagerly hunt for a donkey character from a favourite story. However, the good support for children's learning outdoors is undermined by the weaker curriculum indoors for younger children overall.

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

- Senior leaders lack a robust oversight of practice in the nursery. They do not hold the manager sufficiently to account for weaknesses in the provision, including areas that are known to require swift attention. Weaknesses at a leadership level include record-keeping, acting swiftly on parental complaints and implementing policies that relate to safeguarding children. Although these weaknesses do not place children at significant risk of harm, these areas are not well understood or implemented by staff, including the manager, and require improvement.
- The manager does not use her qualifications or experience effectively to deliver a high-quality and inclusive curriculum which meets the needs of the younger children. She fails to promote a shared understanding and a culture of vigilance that robustly ensure children's safety or identify variations in children's progress. Despite the lack of shared vision in the nursery, pre-school staff successfully drive forward improvements, including to support children's good progress. Older children with special educational needs and/or disabilities (SEND) are well prepared for their next stage of education. However, older children lack good opportunities to persevere at tasks they find challenging, so that they can learn not to give up when tasks become difficult.
- Staff attend mandatory training, such as safeguarding, and some gain further qualifications that suitably support them in their roles. However, not all staff

benefit from effective supervision opportunities that include constructive feedback on how they can build further on their skills. The manager fails to reduce staff workload or address issues such as low morale amongst the staff team. Consequently, staff do not receive good support for their personal development or mental well-being.

- Staff working with children in the older age ranges promote their understanding of British values well. Children learn first hand about democracy and tolerance as they hold a vote on which book to read at story time. Children learn that their views may differ from those of their friends, but that each view counts equally. Staff act effectively on children's suggestions, so children know their voice matters.
- Staff support children's health well. Children enjoy nutritious snacks and meals. Staff follow new procedures to ensure that children's dietary needs are met. For example, ingredients are robustly checked when preparing food and serving food to safeguard children who have allergies or dietary preferences. Leaders act on recommendations from agencies such as the local authority food and safety team, to ensure the premises is clean and daily checks are completed to support children's welfare.
- Staff develop suitable partnerships with parents, such as to support children's care needs, and most express their satisfaction with the service. Pre-school staff work in effective partnership with professionals to support children with SEND to access their full entitlement.

## Safeguarding

The arrangements for safeguarding are effective.

Staff's confidence in implementing the safeguarding procedures varies depending on the training they have accessed and the level of support they receive from room leaders. Despite this, staff do act on possible risks to children. They work in partnership with other agencies, as required, to provide support for families. Recruitment checks ensure staff's suitability to work in the nursery, including those staff who have worked or lived abroad and agency staff. Staff are aware of when to inform leaders of any changes to their ongoing suitability or health, as required. Leaders act suitably when a concern is raised about the behaviour of an adult. Staff implement suitable risk assessment procedures to ensure children's safety, including to prevent accidents or injuries.

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

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

	<b>Due date</b>
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ensure the manager has a full understanding of her roles and responsibilities and is capable and effective in her leadership role	23/04/2020
implement effective supervision opportunities for all staff, including the manager, that address weaknesses in the quality of the education, support staff's knowledge of implementing the nursery's policies and procedures, and ensure staff receive support for sensitive issues, such as their health and well-being	26/03/2020
ensure staff working with the younger age ranges use information about children's individual needs, interests, and stage of development effectively so that they provide experiences that build successfully on what children need to learn next.	23/04/2020

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

- adapt activities further so that older children have opportunities to enjoy increased levels of challenge to extend their thinking and learning and to develop perseverance at tasks.

## Setting details

<b>Unique reference number</b>	133512
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10128564
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	160
<b>Number of children on roll</b>	232
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01491 827494
<b>Date of previous inspection</b>	12 January 2016

## Information about this early years setting

Mongewell Park Nursery School registered in 1997. It is located in the village of Mongewell, near Wallingford, Oxfordshire. The nursery opens on weekdays from 7.30am to 6pm all year apart from public holidays and a week over the Christmas period. It is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 31 members of staff who hold appropriate childcare qualifications at level 2 or above, including the manager who holds a qualification at level 7. The nursery also employs 18 unqualified staff, including housekeeping staff, administrative personnel and staff working towards qualifications.

## Information about this inspection

### Inspectors

Melissa Cox  
Anne Nicholson  
Teresa Newman

## Inspection activities

- The lead inspector completed a tour of the premises with the manager, during which time they discussed the curriculum and how this is arranged.
- The inspectors observed the quality of staff interactions with children and viewed a range of activities. They assessed the impact this has on children's learning, both indoors and outdoors, across the age ranges.
- The lead inspector held a meeting with the manager and other senior leaders. She conducted a joint observation with the deputy manager.
- The inspectors gathered the views of children, staff and parents.
- The inspection was carried out as part of Ofsted's risk assessment process.

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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