

Inspection of Mells Nursery

Mells Green, Mells, Frome, Somerset BA11 3QE

Inspection date: 3 March 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive as they attend this wonderfully charming nursery. Staff develop incredibly positive and nurturing relationships with children. They are extremely passionate and committed to providing children with lifelong skills they need to succeed. Children are very content as they make independent choices in their play. The staff carefully organise the environment to enrich children's love of learning and inspire their curiosity and creativity. For example, children show high levels of interest as they explore real-life objects within their play, such as typewriters, rotary telephones and antique cameras. Children are incredibly confident, independent and happy. They stretch out their arms as wide as they can and say that they love the nursery 'this much'.

Staff work closely with families to ensure children feel safe and secure and settle quickly into the nursery; home visits by the manager and key person before children start help form the foundations for exceptional partnerships with parents. Children are excited to come to nursery. They quickly become immersed in the activities and opportunities available to them. Staff promote children's social skills and emotional well-being extremely well. Children develop an excellent understanding of their emotions, which strongly supports them to express their feelings and regulate these successfully. As a result, children's behaviour is exemplary. They have a clear understanding of the expectations at the nursery. Staff consistently praise children for their positive behaviour.

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

- Children relish the outdoor opportunities available to them. They show perseverance and determination as they dig up weeds to create areas for new plants and vegetables to grow. Children work together to plant the seeds from the fruit they ate at snack time. Staff are highly skilled and make the most of every opportunity that the outdoor environment offers to promote children's learning. For example, they engage in forest school activities that support their understanding of risk in an outdoor environment. This includes foraging for plants in the woodlands to cook food on the fire. Children are fascinated with the bugs and natural elements they find under the wooden logs. They use the magnifying glasses to take a closer look.
- Parents are extremely complimentary about the staff and the nursery. They comment on the fantastic experiences and opportunities on offer to children and feel that the staff provide 'the best possible start to their child's life'. Parents describe the environment as 'magical' and 'unique'. They feel that the 'staff, environment and fantastic leadership all contribute to a truly nurturing place where children really progress in their learning'.
- Staff skilfully extend and consolidate children's individual interests through

careful interactions, observations and planning. The stimulating environment enriches children's learning through first-hand experiences and promotes their understanding of their local community. For example, children show excellent focus as they build stables for their farm animals using blocks. Children show confidence as they test out their ideas to establish the correct shape and size stable they need to build for their animals to fit in. Children show high levels of engagement as they create eggshells from play dough from which their plastic animals will hatch.

- Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Children with SEND receive exceptionally high levels of support to help them to meet their full potential. Staff show excellent dedication in working with other professionals and completing relevant training to ensure they can meet children's individual needs precisely. For example, all staff have completed training to implement effective strategies to support non-verbal children to communicate successfully.
- The extremely passionate manager is fully committed to leading her team to excellence. Her inspiring approach gives the highest priority to staff morale and well-being. Consequently, staff are extremely motivated in ensuring high outcomes for every child. The manager provides staff with ongoing support and training to promote their individual strengths. Staff are enthusiastic to share the knowledge from various training opportunities with the rest of the team during regular staff meetings.

Safeguarding

The arrangements for safeguarding are effective.

The manager and deputy manager provide a huge amount of support to families and children to ensure their well-being remains high. They continuously listen to parents and children to help with anything they can. The manager and the staff have an excellent understanding of their safeguarding responsibilities. They know the procedures they must follow should they have concerns about a child or the staff team. All staff attend regular safeguarding training to ensure their knowledge and understanding of child protection concerns, including wider safeguarding issues, remains up to date. Staff use detailed risk assessments to make sure the indoor and outdoor environment is safe for children to learn. Although the turnover of staff is exceptionally low, the manager demonstrates a very strong understanding of safer recruitment. This helps to ensure that staff who work with children are suitable to do so.

Setting details

Unique reference number	EY348568
Local authority	Somerset
Inspection number	10126109
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	40
Name of registered person	Mells Nursery Committee
Registered person unique reference number	RP904062
Telephone number	01373 813978
Date of previous inspection	16 September 2015

Information about this early years setting

Mells Nursery registered in 2007 and is run by a committee. The nursery opens each weekday from 9.15am to 3.15pm during school term times only. The nursery receives funding to provide free early years education for children aged two, three and four years. There are nine members of staff working with the children. Of these, two members of staff hold qualified teacher status. The remaining staff all have qualifications at level 3, six of them in early years.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- The manager guided the inspector on a learning walk around the setting, during which she discussed her ethos and how she implements this.
- Parents shared their views with the inspector through discussions and in writing.
- The inspector carried out a joint observation with the manager in which she reflected on children's progress and the effectiveness of staff practice.
- A range of documentation that supports the safe and efficient management of the nursery was viewed. This included evidence of suitability checks on adults working with children and a sample of policies and procedures.
- The inspector spoke to staff and children at convenient times during the inspection. She observed the quality of education indoors and outdoors, and assessed the impact this has on children's learning and development.

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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