

Inspection of Mary Seacole Day Nursery & Family Support Unit

MAPP Community Centre, 22 Mount Pleasant, Reading, Berkshire RG1 2TD

Inspection date:

4 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children receive variable learning experiences. Not all children receive high-quality interactions and challenge from staff. As a result, children are not consistently able to extend their learning and build on their skills effectively. Despite this, some staff are skilled at engaging and supporting the children. For example, some staff offer activities that excite and interest children, including playing catch with balls and hide and seek when in the garden. However, other staff do not offer purposeful and meaningful learning experiences that challenge children. For example, staff offer basic colouring pictures to children and do not fully consider how these support children's learning.

Children enter the nursery with confidence. They separate from their parent or carer at the door and happily enter their rooms to play. Children show that they feel safe as they move around their designated room with self-assurance and make choices from toys and resources. Children begin to evidence some friendly behaviour as they start to develop relationships with others. Children with special educational needs and/or disabilities have their needs met well. Additional funding is used appropriately to support children's development.

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

- There are weaknesses in the quality of education provided. Although staff interact with the children and sit with them during their play, some do not enrich learning or provide activities that engage children well. For instance, when reading a story, some staff do not ensure children are interested in the book. Staff read the words and do not involve children in the book, such as through asking questions to encourage their input. Other staff help children learn new words. For instance, they repeat words children have said to help them learn the correct pronunciation and add more words to extend children's vocabulary. This helps children to learn how to make simple sentences.
- The manager does not monitor staff practice effectively enough to ensure they are providing good-quality education and care. For example, she has not identified that some staff do not consistently implement routines and expectations as required to support children's learning. This includes the routines that they have in place to ensure children's independence is supported at mealtimes. As a result, children are not developing their self-help skills well enough.
- The management team has sufficient records in place for the care of the children. However, it does not ensure it gains all mandatory information relating to children's care. For example, information about parental responsibility is not recorded for some children attending. This means that staff are not aware of all children's family circumstances.

- Children enjoy healthy meals and food which is nutritious and prepared by a qualified chef. Staff are familiar with children's individual dietary requirements and cater to these well. Staff sit with children at mealtimes. However, they do not always explain to children about why it is important to eat healthy food to help build on children's knowledge and understanding.
- The management team has suitable policies and procedures in place to help promote children's good health. For instance, there are robust procedures for changing nappies and ensuring risk assessments, including cleaning routines, are maintained. Staff follow these procedures well and this has a positive impact on children's health and well-being.
- Some staff manage children's behaviour well and give them appropriate praise and encouragement. However, at times, some staff hold children's wrists instead of their hands when guiding them to where they should go. This does not treat children in a respectful way. In addition, some children do not receive consistent messages from staff to help them manage their behaviour, particularly about how their actions might affect others.
- Parents available at the inspection speak fondly about the nursery and the staff. They comment that they are happy with the support their children receive. Parents have not been able to enter the setting due to the COVID-19 (coronavirus) pandemic. However, they comment that the information shared with them during this time has been positive.

Safeguarding

The arrangements for safeguarding are effective.

The management team and the staff have a secure understanding of their roles and responsibilities to safeguard children. They recognise the signs and indicators that may mean a child or adult is at risk and know what to do to manage these, including making referrals to other agencies. The management team ensures that there are sufficient staff on duty to meet the legal ratio requirements. Leaders ensure that the premises are secure, clean and well maintained. Robust recruitment processes help to check that staff are suitable to be employed to work with children. Furthermore, appropriate procedures support trainee staff to be aware of their duties.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure effective supervision arrangements are in place to provide staff with coaching, mentoring and professional development opportunities to improve the quality of their interactions with children and implementation of the curriculum, to ensure children make good progress in their learning and development	04/11/2021
ensure sufficient detail is held about each child, including information about who has parental responsibility.	04/11/2021

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

- ensure staff manage children's behaviour appropriately to help them learn the effects of their actions on others
- extend ways to help children understand the importance of living a healthy lifestyle.

Setting details

Unique reference number	EY297552
Local authority	Reading
Inspection number	10207522
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	44
Name of registered person	Mary Seacole Day Nursery & Family Support Unit Committee
Registered person unique reference number	RP525171
Telephone number	01189 168418
Date of previous inspection	18 October 2016

Information about this early years setting

Mary Seacole Day Nursery and Family Support Unit first registered in 1991 and has been registered in the current premises since 2006. The nursery is open each weekday from 8am to 5.45pm for 51 weeks a year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery currently employs 15 staff who work with the children. The manager holds relevant qualifications at level 7. Nine members of staff hold appropriate early years qualifications.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and deputy manager explained the nursery curriculum during a learning walk with the inspector.
- The manager, deputy manager and the inspector completed several joint observations together and discussed the learning intention and quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- The inspector gained some parents' views through discussions on the day of the inspection.

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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