

Inspection of Minsterley Nursery

The School House, Minsterley, Shrewsbury, Shropshire SY5 0BE

Inspection date: 30 September 2021

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

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare and safety are compromised. This is because the nursery committee has not followed procedures to allow Ofsted to check the suitability of the new nominated individual. In addition, the nursery's safeguarding policies and procedures are not understood by everyone involved in leadership roles. Children are happy, relaxed, and form close bonds with staff. They enjoy the time they spend at their nursery. However, their well-being and safety cannot be fully assured because leaders have failed to complete the necessary vetting checks.

The manager and staff support children's learning well. Children make good progress and develop a wide range of useful skills that prepare them well for the next stage in their learning and school. Children gain the confidence they need to speak in a small group and enjoy sharing stories of their experiences at home.

Children learn to manage their feelings and behaviour well, and know what staff expect from them. Staff skilfully help children to deal with frustrations they experience, when they use resources together. For example, children learn to cooperate with one another as they draw on one large sheet of paper. They decide which part of the paper they will use and happily share the space with their friends.

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

- Leaders do not have a secure understanding of their roles and responsibilities. The new nominated individual, who is ultimately accountable for children's safety and welfare, is unclear about her legal responsibilities. This means that, currently, she does not have the knowledge to check that the manager and staff are doing everything they must do to keep children safe.
- Leaders notified Ofsted when a new nominated individual was appointed to the committee. However, they did not follow the correct procedures to ensure that Ofsted have all the required information they need to complete the suitability and vetting checks. This is a breach of the legal requirements and compromises children's safety.
- The manager oversees staff and the day-to-day running of the nursery well. She reflects effectively on the quality of experiences for children and successfully monitors staff teaching. This has helped her to identify aspects of their teaching to further improve. Recent training focused on how staff observe children and check on what they know and can do. This has enhanced staff practice and assisted them to more precisely identify what children need to learn next.
- The manager and staff monitor children's progress well. They swiftly identify and address where children need help to catch up in their learning. For example, they noticed that children's communication and language skills were less developed, following the COVID-19 (coronavirus) pandemic and have made this

a focus in their curriculum. Staff work successfully with other agencies to support children who have special educational needs and/or disabilities.

- Staff plan well to help children become confident communicators. Children learn the words they need to talk about how they are feeling and ask for what they want.
- Children enjoy the opportunities to be adventurous and use their large muscles when they play outdoors. This includes climbing and swinging on low tree branches. However, staff interactions do not enhance children's outdoor play as well as possible, to maximise the learning potential.
- Children gain good levels of independence, such as learning to manage their personal care routines. They develop a good sense of responsibility and tidy up without being asked. However, at times, staff are slightly too quick to help younger children with some everyday tasks. Staff do not always recognise where they can further challenge children to have a go, and to try to do things for themselves before asking for help.
- Parent partnerships are good. The manager and staff keep parents regularly informed of their children's progress and help them to support their child's continued learning at home. The manager ensures that all children and their parents have the same opportunities and makes adjustments to accommodate everyone's needs. Staff liaise well with other settings where children also attend, to help provide continuity for their care and learning.
- Staff support children's literacy skills well. Children are motivated to learn and enjoy sharing books with staff. They understand about the sequence of events in familiar stories and use this knowledge to tell a story in their own words.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff have a secure understanding of safeguarding matters. They are aware of potential signs that may indicate that a child is at risk of harm or neglect. This includes knowledge of the 'Prevent' duty and how to report concerns about a colleague. However, the recently appointed nominated individual, who has overall responsibility for safeguarding children, does not have a clear understanding of the nursery's policies and procedures. They do not have a sufficient knowledge of the procedures to follow should a concern be reported to them. Leaders have not ensured that all vetting checks are completed for all adults who work at the nursery. The new nominated person has been in place since June 2021 and they have not prioritised the vetting checks. This means that the suitability of new leaders cannot be assured and puts children at potential risk of harm. The manager and staff complete effective risk assessments to ensure that the premises are secure and safe for children to access.

What does the setting need to do to improve?

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

	Due date
ensure that the correct procedures are followed when a new nominated individual is appointed, to allow Ofsted to complete all necessary checks on their suitability	06/10/2021
ensure that the nominated individual has a secure understanding of her role and legal responsibilities	30/10/2021
ensure that all those involved in the management of the nursery have a secure understanding of safeguarding matters and reporting procedures.	30/10/2021

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

- help staff to identify how they can build on children's experiences when they play outdoors, to extend their learning further
- challenge younger children further to have a go and manage everyday tasks for themselves, to extend their independence even further.

Setting details

Unique reference number	224138
Local authority	Shropshire
Inspection number	10197793
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	2 to 4
Total number of places	40
Number of children on roll	27
Name of registered person	Minsterley Nursery Committee
Registered person unique reference number	RP524107
Telephone number	01743 791349
Date of previous inspection	5 December 2017

Information about this early years setting

Minsterley Nursery registered in 1993. It operates from within the grounds of Minsterley Primary School. The nursery opens from Monday to Friday, from 8.45am to 3pm, during term time only. It receives funding to provide free early education for two-, three- and four-year-old children. The nursery employs eight members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3 and one holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspection was unannounced and completed following a risk assessment of concerns received relating to the security of the premises.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.

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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