

Inspection of The Mall Nursery and Creche

Unit 35, The Mall Shopping Centre, LUTON LU1 2TW

Inspection date: 10 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 settle in quickly to this busy and vibrant nursery. They demonstrate confidence as they play and experiment with the range of toys and activities available to them. Children make good progress in their communication and language skills. Staff sing songs, read them stories and use new words to extend their vocabulary. Older children learn about rhyming words, as they listen carefully to the sounds. Younger children join in the repetitive phrases of familiar stories. Children build tall towers with blocks while staff use mathematical language. This helps them begin to understand the concepts of tall and high in a playful way.

Children have experiences that reflect their own lives. Younger children wash dollies with flannels, learning to care for others. When children label a bulb of garlic as an onion, staff encourage them to feel and smell the vegetables to explore the differences between them. This helps children to make sense of what happens at home. Children delight in identifying trains and aeroplanes nearby. They imagine where the passengers have been and are going. Children practise cutting up their snack and pouring their own drinks. Younger children identify their coats and older children attempt to put them on themselves. This helps children to develop some of their independence skills.

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

- Staff know children very well. They make time to spend with each of their key children during their sessions. For example, they change their key children's nappies and go outside in key groups together. This helps children build strong, secure attachments, so that they are ready for learning.
- Leaders work hard to support staff's professional development and well-being. Staff report that it is a lovely place to work. This drives them to develop their practice and provision for the children. However, a range of professional development opportunities is not yet embedded for staff to develop their teaching skills to the highest level.
- Parents praise the nursery staff for all they do. They tell the inspector how the team 'go above and beyond' to help support their family. They receive regular updates about their children and work together to benefit children's overall well-being and education. For example, staff go to the local library with parents and their children to experience the story and rhyme sessions.
- Children are learning how to keep themselves safe. They follow careful instruction to stay together as a group as they walk through the shopping centre. They hold onto the handrail as they walk up and down flights of stairs to the rooftop garden.
- The staff help children remember the 'golden rules' by talking to them and showing them picture cards. This helps children to learn about what behaviour is

socially acceptable. However, they do not encourage older children to think about the reasons why they behave in certain ways. As a result, children do not always understand the potential impact of their behaviour.

- Staff who have specific responsibilities for children with special educational needs and/or disabilities support these children effectively. The use of additional funding for children is carefully considered. Staff take into account the needs of children and families attending and choose things that complement their home lives, such as hiring the pantomime company to perform.
- Children practise skills that support their overall physical development. They push brooms in a sweeping motion and push wheelbarrows in the garden, developing their coordination. Children stretch their arms as they chalk on a board on the wall and manipulate the chalks to make marks.
- Staff have a good understanding of child development and how to promote children's learning through sensory play. They role model rolling and squishing play dough, encouraging children to watch them and copy building up their small-muscle strength. As children splash in water and mix it with dirt to make mud, they recite familiar phrases from favourite stories.
- The staff team work together effectively. They have implemented ideas to develop children's learning. For example, they have planted seeds in the garden to bring in more natural resources for children to experience. They talk to the children about where food comes from and which foods are healthy.

Safeguarding

The arrangements for safeguarding are effective.

The designated officers for safeguarding have a clear overview of safeguarding matters in the nursery. Staff have a good knowledge of how to identify concerns about children and their families. They understand their responsibilities to report child protection matters to help keep children safe. The managers and staff work with families to support children's overall well-being. They work with a variety of agencies that help families in a range of ways and meet children's individual needs.

What does the setting need to do to improve?

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

- refine the focus for professional development further to encourage all staff to develop their teaching skills to the highest levels
- support staff to help older children understand the consequences of different types of behaviour and the impact this can have on others.

Setting details

Unique reference number	105261
Local authority	Luton
Inspection number	10213816
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	80
Number of children on roll	108
Name of registered person	The Mall Nursery and Creche Committee
Registered person unique reference number	RP517328
Telephone number	01582 458545
Date of previous inspection	30 March 2017

Information about this early years setting

The Mall Nursery and Creche was established in 1989. The setting employs 17 members of childcare staff. Of these, three staff hold qualifications at level 6 and 12 staff hold qualifications at level 2 or above. The setting is open Monday to Friday for 51 weeks of the year and sessions are from 8am to 5.30pm, with Saturday sessions from 10am to 2pm. It provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Elke Rockey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector, manager and the deputy carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The deputy and the inspector completed two joint observations.
- A meeting was held between the inspector, manager and deputy. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff and committee.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views. The inspector also read written testimonials from parents.

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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