

Inspection of Minsterley Nursery

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

Inspection date: 31 March 2022

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

What is it like to attend this early years setting?

The provision is inadequate

The nominated individual continues to fail to follow procedures to enable Ofsted to check the suitability of all committee members. As the committee members do not work directly with children, this has minimal impact on the overall care and education.

Children arrive happy and keen for their day at the nursery. They form close bonds with staff and enjoy the time they spend with them. Children approach visitors with confidence and invite them to join their play. They demonstrate their independence as they hang their coats on their pegs and place their lunch boxes on the allocated table. Children behave well. They share, take turns and enjoy teamwork. For example, they chat excitedly as they work together to recall and act out a favourite story outdoors. They confidently put forward their views and politely take account of other's opinions. This helps to build their confidence, communication and literacy skills. Children are keen to join in high-energy play in the fresh air and during music and dance sessions indoors.

Children show a positive attitude towards learning. They are curious, motivated and enthusiastic. They have a can-do attitude when trying new things, for instance, when learning the correct way to hold and use scissors. They are learning the skills and attitudes they need for their next stage of learning, including their move on to school.

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

- The nominated individual does not understand their role and responsibilities. They have not ensured all information required by Ofsted to carry out suitability checks is provided. Consequently, some committee members remain unchecked. This demonstrates poor leadership and management as this was an action raised at the previous inspection.
- The manager supports staff well in their professional development. For example, she observes their practice and provides useful feedback. She reports on what they do well and provides advice on where they can improve their teaching to further enhance children's learning.
- Staff monitor children's progress closely. Any gaps in learning are swiftly identified and staff provide good support to help them catch up. All children, including those with special educational needs and/or disabilities and those who are in receipt of early education funding, make good progress relative to their starting points.
- Partnerships with external agencies involved in supporting children's care and education are effective. The manager has effective strategies to exchange information about children's learning with other providers, where care is shared.

- Self-evaluation effectively captures the views of the parents and children. The manager has a good view of areas for development to further improve outcomes for children.
- Staff and parents work together to assess children's achievements. Parents comment on the good progress their children make, and have particularly noticed an increase in their children's confidence.
- The manager has developed a well-designed curriculum. Staff understand the educational aims and implement the curriculum well. Following a review of children's learning, they have a current focus on speech and language. Staff use good questioning techniques. They ask children questions that require thought and recall. However, staff do not always fully promote children's language skills. For example, they do not repeat mispronounced words correctly back to children or help them to learn correct tenses.
- The manager and her enthusiastic team have high expectations for children. They provide activities based on children's interests and what they need to learn next. However, staff do not consistently extend children's learning as they play, with particular regard to further developing their mathematical understanding and development.
- Children show their developing imaginative skills. For example, they draw on their own experiences as they engage in role play with doctor and nurse resources.
- Staff plan and deliver outdoor opportunities well. Children benefit from a broad variety of learning opportunities which engage them for long periods.
- Staff use effective behaviour management techniques. They support children to resolve their minor conflicts and manage their own behaviour. As a result, children behave well.
- Children receive good support to promote their health and well-being. For example, they learn about the importance of healthy eating and good oral health.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff have a good understanding of the signs and symptoms of abuse and neglect. They know when and where to refer any concern they may have about a child's welfare. However, the nominated individual, who has overall responsibility for safeguarding children, has not ensured that all vetting checks are completed for all committee members as required. This demonstrates that the nominated individual has a weak understanding of the procedures to follow when new committee members join. The manager and staff supervise children well at all times. They carry out regular risk assessments and checks of the premises to ensure the environment is safe for children to play in.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement

action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that the correct procedures are followed regarding committee members to allow Ofsted to complete the necessary checks on their suitability	22/04/2022
ensure that the nominated individual has a secure understanding of their role and legal responsibilities.	22/04/2022

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

- support staff to consistently extend children's learning during play, particularly to further develop children's mathematical understanding and development
- help children to hear and learn words pronounced correctly.

Setting details

Unique reference number	224138
Local authority	Shropshire
Inspection number	10212652
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	34
Name of registered person	Minsterley Nursery Committee
Registered person unique reference number	RP524107
Telephone number	01743 791349
Date of previous inspection	30 September 2021

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 nine members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery.
- The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and deputy manager as well as staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences in the nursery.

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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