

Inspection of Minsterley Nursery

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

Inspection date: 15 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children have fun at the nursery. They comment that they like playing tea parties as they make 'tea' for the adults to drink. Staff have a nurturing and caring attitude towards children. This helps children to start to feel comfortable with them as they try to settle into nursery life. Older children have built positive relationships together. This is demonstrated as they work together to achieve a common goal, for example as they carry a pot of 'heavy' water to the sand tray. Children seek out staff when they are in need of support, such as when they hurt themselves during play. Staff respond well to the children. They provide lots of cuddles and reassurance to them.

Children eagerly observe cause and effect as they place balls onto ramps and watch them roll off. Staff support children to develop their critical thinking skills. For example, they ask them open-ended questions such as 'What can we do now?' and 'What is happening?' Older children test out and share their ideas as they try to solve the problem. Children make good progress in their learning from their starting points and behave very well. This is because staff are consistent in their approach to managing children's behaviour. They support children to understand how their actions may make others feel.

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

- Leaders have taken action to address the concerns raised in previous inspections. They have reflected well and successfully improved the overall quality of the setting. Leaders now have a good overview of the setting and have identified further areas for improvement as they continue on their journey ahead. Leaders are passionate about ensuring that children leave their setting with the skills they need to be ready for their next stage of learning.
- Leaders hold regular supervision meetings with staff and use these to support them to continually improve their practice. Staff speak positively about the leaders. Leaders provide staff with access to training that they can use to continue to develop professionally. Staff reflect well on any training they complete and use this to enhance children's experiences at the nursery.
- The curriculum covers all areas of learning. Leaders focus on supporting children's well-being and communication and language skills. Staff give children space and time to think about their responses as they ask them questions. Older children communicate well. Children are given lots of opportunities to build on their independence, for example as they serve and tidy away their own dinner after lunchtime.
- Staff plan a wide range of activities, both indoors and outdoors, that build on children's experiences. Staff generally interact well with the children as they play. However, on occasion, staff do not adapt their teaching during activities as

well as possible. This specifically relates to interactions and engagement with the youngest children. As a result, these children do not always participate fully or enthusiastically to help them become highly motivated learners.

- Staff gain an understanding of children's starting points from parents. They also complete their own assessments and observations to find out what children already know and can do. Staff use this information to plan next steps for the children to achieve. They consistently monitor children's progress and set new targets accordingly. Staff make referrals and seek advice from other professionals in a timely manner to ensure that children receive the support they require early enough. Any funding received is used to support each child's individual needs.
- Leaders think carefully about how they support children to learn about themselves and others. They select resources with a clear purpose to ensure that children feel represented in the nursery. Staff continue to teach children about their similarities and differences as they celebrate different events and festivals throughout the year. Consequently, children are very respectful towards their peers.
- Parents comment that their children go into nursery with a smile. Staff share 'wow' moments with parents as they celebrate the children's achievements. However, staff do not ensure that parents are fully informed about how they can continue their child's learning at home.
- Staff support children to live healthy lifestyles. They provide lots of opportunities for children to be physically active while also encouraging 'rest' periods. Staff have regular discussions with the children about the importance of brushing their teeth and washing their hands to keep clean. Children are also provided with a range of balanced meals.

Safeguarding

The arrangements for safeguarding are effective.

Leaders now have a full understanding of their roles and legal responsibilities to ensure that children are kept safe from harm. They have drastically improved their knowledge of the correct reporting procedures to follow if they are concerned about the welfare of a child. Staff recognise signs and symptoms of abuse, such as domestic violence, county lines and the 'Prevent' duty. Leaders take care to check that staff are, and remain, suitable to work with children. They also have improved their knowledge of what is reportable to Ofsted. This includes any changes to their association. Staff complete risk assessments to ensure the environment is safe for children. They deploy themselves well to be able to monitor the children as they play.

What does the setting need to do to improve?

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

- support staff to fully consider how they adapt their teaching during activities, specifically when engaging the youngest children, so that all children become highly motivated to learn
- strengthen partnership with parents even further so they are fully able to contribute to their child's learning at home.

Setting details

Unique reference number	224138
Local authority	Shropshire
Inspection number	10238168
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	28
Name of registered person	Minsterley Nursery Committee
Registered person unique reference number	RP524107
Telephone number	01743 791349
Date of previous inspection	31 March 2022

Information about this early years setting

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

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children and parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022