

Inspection of Mumbles Day Nursery

Play Group, Village Hall, Sandon, STAFFORD ST18 0DJ

Inspection date: 1 November 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Staff provide a curriculum that encourages children to explore a wide range of exciting activities. For example, babies explore the sand, and poke, squash and flatten the scented dough. They snuggle up to staff as they sing nursery rhymes and read stories together.

Toddlers listen intently to their favourite story about a mouse and a monster. They act out the story in the home-made sensory tray, with artificial grass, natural resources and small-world characters from the book.

Pre-school children learn about hibernation and how animals survive the cold winter months. They look at photographs of animals that hibernate and use scissors, glue and leaves to make their own pictures of different animal homes. This, along with discussion, helps to consolidate children's learning.

Pre-school children become absorbed in games that involve working as a team and following rules. For example, they take it in turns to walk around the circle of children, tap one and then run back to their original place before they are tagged. During such activities, children squeal with delight as they chase each other. Children develop a strong can-do attitude. They are happy, confident and behave well.

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

- Staff have a deep understanding of their key children's stage of development. They have a strong awareness of children's personalities and their interests. They use this knowledge to provide a curriculum that strengthens and deepens children's skills across all areas of their learning.
- Staff encourage children to investigate and learn about the natural world. For example, children regularly visit the local country park. Here, children learn first hand about wildlife and plants. Furthermore, children grow their own food, such as carrots, potatoes and sweetcorn. Children watch as the plants grow and learn how to take care of them. They discover first hand where food comes from.
- Staff encourage children to learn about the diversity of people. For example, children listen to stories about Diwali and make their own candle holders. Additionally, children learn about Halloween. For example, they play in the nursery's own home-made pumpkin patch. Here, children sit on the pretend wooden tractor, play in the hay, serve in the role-play cafe and observe the real pumpkins growing. Children also learn about the Harvest festival traditions. They visit the local church and learn about the importance of giving food to those in need. Children regularly visit the local care home, where they interact with the elderly people.

- Staff create an environment that is homely, with comfy areas and soft lighting. This, along with loving and attentive staff, helps children to feel relaxed and secure and to engage in new experiences. However, some staff do not always keep the younger children engaged well enough during the changeover of routines.
- Staff use a wide range of effective approaches to encourage children's positive behaviour. The special educational needs coordinator has a secure understanding of how to identify and support children with special educational needs and/or disabilities (SEND). This helps to ensure that they make the best possible progress.
- The chef provides home-cooked nutritious meals for the children. Children spend extended periods in the outdoor area. Younger children have the opportunity to experience physical challenge and manage risks for themselves. For example, they use the low-level balancing and climbing equipment. However, the older and most-able children do not experience physical play that is challenging or that tests their limits.
- Parents are actively involved in their children's learning. They comment on how much they value the secure online learning journal. Staff also provide parents with workshops to help them understand how to best support their child's learning at home.
- The management team make sure that each member of staff's practice is monitored and any issues are identified and planned for. They regularly seek the views of parents, children, staff and the local authority advisers. This, along with regular staff training, helps the management team to identify sharply focused targets that provide a strong drive for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The management team have a good understanding of their responsibilities for protecting children from abuse or neglect. They ensure there are robust systems in place for the safe recruitment of staff and the monitoring of their ongoing suitability. The management team are able to effectively identify risks and take measures to reduce them in the indoor and outdoor environment, and on outings. Staff consistently supervise children to ensure their safety at all times.

What does the setting need to do to improve?

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

- enhance the day-to-day organisation of the nursery so that the younger children are effectively engaged during the changeover of routines
- enhance the already exciting outdoor physical opportunities available, so that the older most-able children experience an even higher level of physical

challenge in their play.

Setting details

Unique reference number	EY405486
Local authority	Staffordshire
Inspection number	10235375
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	0 to 4
Total number of places	43
Number of children on roll	49
Name of registered person	Mumbles Day Nursery Limited
Registered person unique reference number	RP901322
Telephone number	01889508123
Date of previous inspection	19 December 2016

Information about this early years setting

Mumbles Day Nursery registered in 2010. It is one of three nurseries managed by Mumbles Day Nursery Limited. The organisation's operations and compliance manager oversees all of the nurseries and holds an appropriate early years qualification at level 5. The nursery employs a further eight members of childcare staff who all hold appropriate early years qualifications between level 2 and level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery offers funded early education for two-, three- and four-year-old children. It supports a number of children with SEND.

Information about this inspection

Inspector

Linda Yates

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The inspector, the nursery manager and the operations and compliance manager completed a 'learning walk' across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector, the nursery manager and the operations and compliance manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the nursery manager and the operations and compliance manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

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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