

Inspection of Mountlands Day Nursery

36 Vicarage Road, Gloucester GL1 4LD

Inspection date:

18 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Staff welcome children as they arrive at the nursery. Children find their photo by their peg to hang up their coats. They ask staff for help as they take off shoes and put on slippers. However, it can get a bit crowded when several children arrive at once. Staff do not talk to each other or children about what to do. Children walk over each other and push others out of the way, as they cannot get to their pegs.

Outdoors, children relax and run about. They build sandcastles in the sand pit, put on dressing-up clothes and race each other around the garden. On occasion, staff have to step in, as children do not notice others as they run, knocking them over. Some children struggle to cope when they 'lose' the race, getting angry and upset. Staff try to help, but this does not always work, and children leave to do other activities.

Since the last inspection, there have been changes to the way staff plan the curriculum. Staff plan activities for children, covering different areas of learning and development. However, teaching is not consistent to make sure that children achieve what staff want them to learn.

Parents comment that their children have become more confident. They say their children enjoy coming to the nursery. Parents feel they get plenty of information about what their children do while at nursery.

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

- Staff provide activities for children, indoors and outdoors. Children get some choice in what they want to play and do. However, some staff interrupt children's play to get them to sit properly on chairs or to suggest they join their friends at another activity. Sometimes, children do not want to do this, and they lose their motivation to do any activity or learning.
- The quality of education is not consistent. Staff interact with children in different ways. Some staff encourage children's communication and thinking skills. Staff ask children to name the different characters in the story and get them to recall what happens next. Other staff miss celebrating children's achievements with them. For example, children proudly show off the stickers they have received for helping put the toys away. Staff do not acknowledge this achievement, but instead ask whether children have said 'thank you' for the sticker.
- Staff plan activities for children to learn about seasons and nature. Staff and children have created a 'tree' display on the wall linking to autumn. Children talk with staff about what they want to add to the tree. They decide on 'spiders', as they found one outdoors. Staff provide children with card, scissors and glue. They model for the children how to make a 'spider'. Children persevere, using

the scissors to cut out the body and legs for their spider. Staff ask children how many legs their spiders need. Children know that spiders have eight legs. Staff help children to count to eight as they cut the card into strips ready to stick onto the 'body' of their spider.

- When there are changes in the routine, staff do not speak to each other or the children to explain what is happening. For example, when it is time for snack, some staff start putting out chairs and asking children to leave activities to sit on them. Children are confused and want to continue playing. Similarly, when coming in from outdoors, staff do not prepare children for tidying up and returning indoors. Children refuse to help put toys away, continue running around and get upset when they have to go indoors.
- Key persons build good relationships with the children. They are getting to know children. However, they do not use this information as well as they could to ensure all children achieve well. Staff have lanyards with pictures and words in children's home languages; however, these are not used by all staff. Children struggle to learn and communicate with others. All children, including those with special educational needs and/or disabilities (SEND) and those who are learning to speak English as an additional language, do not make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend training for safeguarding to make sure they know current procedures for keeping children safe. They know the possible signs that may mean a child is at risk of harm. They know how to record and refer concerns about children's welfare. Staff also know what to do if there are allegations about a member of staff or the manager. The manager has good systems for recruiting staff and making sure they are suitable to work with children. Staff carry out risk assessments of the different play spaces before they use them to make sure they are safe for the children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|------------|
| improve the curriculum to ensure all children receive good levels of support, to enhance their learning and development | 28/02/2023 |

| | |
|---|------------|
| ensure the manager and staff communicate with each other to provide clear messages to help children understand expectations for behaviour and develop good attitudes for learning | 04/01/2023 |
| ensure staff provide consistently good support for all children, including those with SEND and those who are learning to speak English as an additional language, to help them make the best possible progress. | 04/01/2023 |

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

- continue to develop the planning for children's learning to make sure it builds on what children know and can do and identifies clearly what children need to learn next.

Setting details

| | |
|--|---|
| Unique reference number | EY549276 |
| Local authority | Gloucestershire |
| Inspection number | 10261880 |
| 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 | 1 to 4 |
| Total number of places | 20 |
| Number of children on roll | 34 |
| Name of registered person | Sparkling Angels Ltd |
| Registered person unique reference number | RP549275 |
| Telephone number | 01452 506880 |
| Date of previous inspection | 7 June 2022 |

Information about this early years setting

Mountlands Day Nursery registered in 2018 and is situated in Gloucester. It is open from 8.30am to 5.30pm, Monday to Friday, all year round, except for one week over Christmas and Easter. The nursery has four members of staff who work with the children, all of whom hold appropriate childcare qualifications at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

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 their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of story time with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

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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