

Inspection of Mountford House Nursery Ltd

Mountford House School, 373 Mansfield Road, NOTTINGHAM NG5 2DA

Inspection date: 4 January 2023

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 enjoy their time at the nursery. Babies show fascination as they enjoy sensory experiences. For example, they look in awe at the lights and colours in a bubble lamp. Babies say 'fish' as they see them floating in the lamp. Staff model this vocabulary back to them and say, 'Yes, fish'. This encourages babies' first words and early language development.

Children develop strong relationships with staff. They benefit from continuity and an effective key-person system. This supports their all-round development and helps children to feel safe and secure. Staff are responsive to children's interests and follow their lead in play. For example, children play together in the home corner and pretend to cook a pizza. Staff support play and extend learning. For instance, as children pretend to take the pizza out of the oven, staff say, 'Good idea, you might need an oven glove because it is hot'. This embeds children's understanding of potential dangers and how to keep themselves safe.

Outdoors, children wait their turn to use the slide. Staff offer sensitive encouragement, while being on hand to help children who may need it. Children develop their large muscles as they climb up the steps of the slide. Staff build children's confidence and excitement as they say, 'Ready, steady, go'. Children squeal with laughter as they go down the slide.

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

- Partnership working with parents is good. Parents say that 'staff are incredibly supportive' and that children are 'thriving at nursery'. Staff consult with parents to find out information about children's interests and experiences. This is used to influence the learning environment and interactions with children. For example, staff find out that some children have an interest in doctors and nurses. Staff tailor the home corner to reflect this interest and extend children's learning.
- Staff are inclusive in their approach. They successfully identify emerging gaps in children's learning and development. Staff provide targeted support and small-group work to help children make progress. They work closely with other professionals and external agencies to ensure that all children's needs are met, including children with special educational needs and/or disabilities.
- Overall, children behave well. They are kind and considerate. For example, when a child wakes up from their sleep, a friend takes them a teddy to cuddle. Older children work together to build a tower out of small bricks. They smile at each other as they admire their creation.
- Older children show that they are familiar with the routines of the day. For instance, they know to clear away their cups and plates after mealtimes. Prior to water play, children put on aprons. During small-group activities, they take turns

and put their hand up when they want to say something. However, routines such as handwashing are not yet fully embedded for younger children. In addition, transitions within the daily routine for younger children do not run smoothly. For instance, before lunch, staff are not clear about what they and the children should be doing. As a result, the room is chaotic, and children do not know what is expected of them.

- Effective systems are in place to support children to settle in when they are new to the setting and when children move to a new room within the nursery.
- Opportunities for older children to develop their self-help skills and independence are plentiful. For example, they pour drinks and self-serve during mealtimes. However, there are less opportunities in place for younger children. Staff frequently carry out tasks for younger children without giving them chance to attempt the tasks for themselves.
- Children gain new experiences and learn about the natural world around them. For example, they visit a local woodland area with staff where children learn to build dens, navigate uneven paths and talk about feeding the birds. Children learn how to keep themselves safe while having the freedom to explore. This supports their growing confidence and self-esteem.
- Staff are supported by passionate leaders and managers. Dedicated time is allocated for staff and managers to discuss children's progress, and staff development and well-being. Staff attend online training and carry out their own research on areas of interest. For example, they find out more about supporting children's individual needs. This supports their professional development and helps children to achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding. They undertake training to keep their knowledge up to date. Robust recruitment checks help to ensure that staff are suitable to work with children. Systems are in place to monitor and manage accidents, injuries and concerns about children's welfare. Staff have an awareness of the 'Prevent' duty and can identify indicators of extremism and radicalisation. They know the procedures to follow if they are concerned. Risk assessments are conducted, and staff identify how to keep children safe on outings.

What does the setting need to do to improve?

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

- develop consistency in promoting younger children's good hygiene habits and independence in self-care and routine tasks
- review the organisation of routine transition times for younger children so that they remain fully engaged and prepared for the change.

Setting details

Unique reference number	EY414756
Local authority	Nottingham
Inspection number	10263077
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	80
Number of children on roll	87
Name of registered person	Mountford House Nursery Limited
Registered person unique reference number	RP903156
Telephone number	0115 960 5676
Date of previous inspection	19 April 2017

Information about this early years setting

Mountford House Nursery Ltd opened in 2011 and is situated in Nottingham. There are 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 manager and has taken that into account in her evaluation of the provider.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed teaching and learning.
- The manager and the inspector completed a learning walk together.
- The inspector spoke with staff and children during the inspection.
- The inspector looked at relevant documentation.

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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