

# Inspection of Mere House Day Nursery

Roman Road, Ashton In Makerfield, Wigan WN4 8DF

---

Inspection date: 16 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Days spent at this nursery are full of outdoor adventure and exploration. Children are greeted by the friendly staff, who know each child well. Staff make sure that each child feels secure and safe to explore their surroundings. Children in the baby room excitedly clamber into trays of sand and develop their fine motor skills as they make marks and sprinkle the sand. Children wrap up warm as they embark on a day of forest activities in the forest school. They enthusiastically fill bird feeders, build a campfire and relax in hammocks.

Children behave well. In pre-school, they line up and take turns to serve themselves a nutritious meal. Over lunch, children confidently talk about what they plan to do in the afternoon. Children move freely between activities, such as puzzles, role play and sharing books. Outdoors, they act out the 'We're Going on a Bear Hunt' book. They splash through a pool of water in their wellingtons and squeal with joy as an imaginary bear chases them.

Staff have high expectations of every child. They are passionate about supporting every child to reach their potential. Staff use their knowledge of children's interests to encourage them in all areas of learning. As a result, all children make good progress.

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

- Staff share a common understanding of what they want children to learn and in what order. Children build upon prior learning as they add new skills and knowledge. For example, in the baby room, children learn about capacity by scooping oats into cups. In pre-school, children use this knowledge and follow recipes to mix their own dough. As a result, children acquire a good understanding of a broad range of subjects.
- The key-person system is effective. Staff identify individual children's next steps based on observation and partnership with parents. The experienced staff plan 'in the moment' to meet these steps through the broad range of learning opportunities on offer. However, each room has a changing 'focus' area of learning based on the overall needs of the group. Sometimes, staff do not give sufficient consideration to what group activities will meet these needs most effectively.
- Children are supported to develop good communication skills. Staff assess children's progress in this area regularly. Staff work with parents to develop focused plans to give extra support when a need is identified. As a result, children make rapid progress.
- Staff prioritise children's well-being. Transitions are thoughtfully managed to ensure children feel secure. Babies are cared for with sensitivity and warmth. For

example, when babies are tired or upset, staff cuddle them on a rocking chair and soothe them with a story. These close attachments help children to become more confident.

- Children's behaviour is good. Children patiently wait for their turn and share with their friends. Staff gently guide children to speak to adults and other children politely. This is modelled in the calm and respectful way staff speak to children. As a result, children contribute to a calm atmosphere, where learning can flourish.
- Children have opportunities to develop independence. They find their own resources, wash their own hands and serve their own meals. However, occasionally, staff help children with tasks they are capable of completing themselves, which limits their independence.
- Staff recognise what is special and unique about each child. For example, children's achievements are shared with parents on a 'wow wall', and staff praise children's talents. Consequently, children are confident and show pride in what they accomplish.
- Parent partnership is effective. Parents contribute to setting ambitious goals for their child. They enjoy a wealth of information about their child's achievements, activities and any upcoming events at the nursery. Parents feel able to talk to staff about any support their child needs.
- The leadership team offer a wide range of support for staff. Leaders encourage staff to take further training and evaluate the positive impact this has on practice. Leaders support staff well-being to ensure they feel valued and able to focus on their role. As a result, staff report high levels of satisfaction in their work, and staff turnover is low. However, sometimes, feedback is not focused to help staff improve their practice.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about the signs and symptoms of different forms of abuse. They know what action to take if they have safeguarding concerns. Staff explain how they would recognise the signs of physical and emotional abuse, children at risk of female genital mutilation and children who are affected by domestic violence. Staff help children to understand how to keep themselves safe. Children learn to follow rules that keep them safe while taking managed risks, such as attending a campfire. Staff work effectively with other agencies to keep children safe. Staff maintain open communication with parents in order to understand the pressures and challenges families are facing. There are robust procedures in place to protect children with food allergies.

## What does the setting need to do to improve?

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

- continue to embed practice, to support staff to plan effective learning opportunities for groups
- enhance systems for supervisions of staff, to ensure feedback is sharply focused to improve staff practice
- increase opportunities for children to develop even higher levels of independence.

## Setting details

<b>Unique reference number</b>	EY498404
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10264880
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Mere House Day Nursery Limited
<b>Registered person unique reference number</b>	RP535156
<b>Telephone number</b>	0194 271 7694
<b>Date of previous inspection</b>	29 June 2017

## Information about this early years setting

Mere House Day Nursery registered in 2016. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications, with two at level 2, 10 at level 3 and two at level 6. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. An out-of-school club is provided for children who attend the on-site school. Sessions are from 7.30am until 9am and from 3.30pm until 6pm, during term time, and from 7.30am until 6pm, during school holidays.

## Information about this inspection

**Inspector**  
Natalie Myatt

## 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.
- The manager took the inspector on a learning walk. They discussed the curriculum and what they want their children to learn.
- Children talked to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The special educational needs coordinator explained to the inspector how she supports children through her role.
- The manager and inspector carried out a joint observation together before discussing the impact practice had on children.
- Parents and carers shared their views about the setting with the inspector.
- The inspector held discussions with the manager and directors.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023