

# Inspection of Melton Mowbray Nursery School

34 Dalby Road, Melton Mowbray LE13 0BH

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Inspection date: 3 October 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	Not applicable

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

### The provision is good

Children are supported by staff to confidently build on what they know and can do. Staff offer children ample opportunity to practise using their developing skills. For example, younger babies sit close to staff as they share a book together. Staff encourage the babies to take turns feeling the different textures in the book and turning the pages. Older babies use these developing social skills during a turn-taking game, where staff support them to wait patiently until it is their turn to choose a song prop. Older children demonstrate these skills independently at mealtimes. They share cutlery between themselves and politely pass around bowls of food so that they can each serve themselves lunch. Staff are teaching children the skills they need to make friends and get along well with others.

Children's focus on learning is sustained because staff follow children's interests to engage them in activities. Recently, younger children have been excited by transport. They stand at the window to spot different vehicles going by. To extend this learning, staff take the children to the roadside, where they safely position themselves and watch traffic pass. Children repeat as staff shout, 'Beep beep!' They hold signs and wait in anticipation to see if any of the motorists respond by tooting their horns. Children copy staff and name different vehicles. They greet members of the community with a wave and a hello. Staff are teaching children about what makes their community unique.

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

- Leaders and managers regularly evaluate the setting and staff's practice. Through this, they look at what is working well for children and identify areas for development. This drives continual improvement. Lately, leaders and managers have made changes to the learning environment and have added new resources that give children more challenge in their play. Children's learning and development are accelerated because of this.
- Effective performance management systems support staff's positive well-being and maintain their high-quality teaching skills. Leaders and managers identify training gaps through observing staff's interactions with children. They discuss staff's professional development during supervision meetings. Staff have recently learned more about supporting children's emotions. They use this knowledge to help children to quickly settle and become deeply involved in play.
- Staff successfully fulfil their role as a key person. They work closely with parents to get to know their key children well. They effectively share information with other staff so that children's care and learning needs are consistently met. New children settle quickly because of the tailored care and attention they receive from their key person. This supports their emotional security.
- The impact of staff's teaching is quickly evident. Staff use adult-led activities to

teach children new skills. For example, they teach pre-school children the numerical value of digits through counting conkers. Children count a group of conkers and match this amount to the correct number symbol. Children go on to independently use this skill in their role play as they count the number of conkers needed to make a pretend cake.

- Staff help children learn how they can be kind and helpful. For example, they encourage children from a young age to help to tidy away and look after their play environment. Staff teach children strategies that they can use if they are feeling upset or frustrated. For instance, they have created calm spaces where children can relax and regulate their emotions.
- Children with special educational needs and/or disabilities are cared for exceptionally well. Staff are quick to adapt the routine of the day to meet their individual needs. Accurate assessment means that staff promptly identify gaps in children's learning, and referrals to external support services are timely. However, communication with these services is not always frequent. Some children's targets are not reviewed and updated regularly enough with the input of specialist professionals.
- Staff know what they want children to learn. Children's play is purposeful and staff carefully consider children's learning goals when they plan activities. However, on occasion, staff do not use the best strategies to maximise children's development. For example, sometimes, staff do not give children enough time to participate fully in singing activities for them to practise using their developing language.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate secure knowledge and understanding of child protection procedures. They recognise the indicators of abuse and know how to respond. Designated safeguarding leads competently fulfil their roles and responsibilities. Staff know what to do if they were to have a concern about a colleague's behaviour. Children play in a safe and secure environment. Staff put measures in place to protect children from danger when on outings. Robust risk assessment processes help staff to identify and address hazards. Staff follow procedures to make sure children's dietary needs are met, including when children have allergies. Leaders and managers check staff's ongoing suitability to work with children.

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

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

- communicate more regularly with external services, where necessary, so that children's learning and development are frequently reviewed with the input of specialist professionals

- support staff to extend the strategies they use to promote children's good development, in particular to maximise children's use of language.

## Setting details

<b>Unique reference number</b>	2637815
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10309559
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	59
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Telephone number</b>	01664 569372
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Melton Mowbray Nursery School registered in 2021 and is situated in Melton Mowbray, Leicestershire. The nursery is open from 7.30am to 6pm, Monday to Friday, except for bank holidays. It employs 26 childcare staff, of whom 13 hold a qualification at level 3 or above. The nursery provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Charlotte Whalley

## Inspection activities

- This was the first routine inspection the nursery 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.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection 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 spoke to several parents during the inspection and took account of their views.
- 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.

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