

Mells Nursery

Inspection report for early years provision

Unique reference number EY348568
Inspection date 22/03/2011
Inspector Michelle Tuck

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Mells Nursery is a committee run group which opened in 2007 in its current location, however it has been registered with Ofsted since 1992. It operates from its own building on land adjacent to Mells School in the village of Mells in Somerset. A maximum of 22 children may attend the group at any one time. There are currently 54 children on roll. The setting is in receipt of funding for nursery education for three and four year old children. The group opens five days a week during school term times. Sessions operate from 9.15am until 12.00pm and from 12.45pm until 15.30pm. The nursery is register with Ofsted on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register.

There are seven core members of staff employed within the group, and the nursery administrator. The manager has a foundation degree and the other staff either hold a level three qualification or are working towards one.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are exceptionally well cared for and supported in a safe, secure, stimulating and exciting environment. Children's welfare, learning and development are given high priority by the enthusiastic, knowledgeable staff. They constantly reflect on and evaluate their practice, so that their capacity to maintain high standards and plan for further improvement is outstanding. They have developed excellent links with parents, the local school and other professionals, which ensures that children's individual needs are well known and met.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further links with other settings providing care for the children.

The effectiveness of leadership and management of the early years provision

Children's safety is given the highest priority without compromising their learning experiences. Staff have a secure knowledge of child protection issues and the correct procedures to follow should they have a concern about a child in their care. They work closely with the parents and other professionals to ensure that children's welfare is safeguarded at all times. Robust recruitment and vetting procedures are followed to ensure that the staff are suitable to work with children.

Daily monitoring of the environment, toys and equipment and regular risk assessments means that a safe place is provided for children to freely explore as they play under high levels of positive supervision and interaction.

A dynamic, stimulating and highly resourceful learning environment is provided, both indoors and outside that offers children rich and varied experiences in their play. A wide range of resources and materials, are accessible to the children that enables them to seek out their own learning based on their own ideas and interests. The environment is child-orientated, bright, colourful and interesting, which means that children make very good use of all areas. Especially the outdoor classroom and garden, where their creativity and imaginations are highly tuned as they explore, take safe risks and use the resources to develop their play. High levels of staff ratios mean that children are safe, secure and challenged, as they play due to the highly effective and skilled staff.

Children have an excellent introduction to the world in which they live as they learn to show respect and concern for their environment and those around them. They are surrounded by positive role models and are clear about the expectations to get along with others, show good manners and be kind. This means that children are extremely well behaved and are considerate as they engross themselves in nursery life. The setting works closely with parents and other professionals to ensure that they are fully aware of the individual needs of the families that attend. Parents speak very highly of the nursery and the staff. They use words such as 'amazing' and 'fantastic' when describing how they feel about it. The staff encourage parents to share their skills, family traditions and cultures with the children, for example, through discussing their culture and singing songs in their native tongue. This helps the children to recognise and accept that the world and local community that they live in is diverse. Excellent links have been made with the local primary school that the children go onto attend, however systems are not yet fully developed to share information with other early years settings children also attend.

Written policies, procedures, records and documentation are used very well to inform staff and parents and ensure that each child's individual needs are met to a high standard. Parents' needs and wishes are discussed fully with them to ensure that their child is positively and highly supported and making the best possible progress based on their interests and staff's and parents' observations. Parents' views are regularly sought to ensure that they are happy and the setting is meeting their needs. Newsletters and weekly emails are used to ensure excellent communication takes place between the parents and the nursery on a regular basis.

The Manager and her staff team are highly effective, committed and reflective in ensuring that a high quality service is offered that meets the needs of all the families that attend. It achieves this through ensuring that staff have the skills and knowledge to do their job well through attending regular training, meetings to share their ideas and concerns, and updating their qualifications. The setting also seeks the views from parents and its staff to help identify areas for improvement. Self evaluation is well used to identify key strengths and areas for development, to

effectively maintain continuous improvement.

The quality and standards of the early years provision and outcomes for children

Highly effective planning and assessment means that staff are able to observe, monitor and track children's learning through the Early Years Foundation Stage to identify next steps in their learning and share this with parents. Staff use their secure knowledge of each child to ensure they are supported and their learning is challenged and extended as they explore and initiate their own learning experiences. Children thrive under the expert supervision and interaction from staff, who know when to step back and allow the children to take risks, problem solve and make choices as well as get involved and make suggestions for new ideas.

Children are totally absorbed and fully involved in their play as they make independent choices about where they want to play and what they want to do. They show extremely high self-esteem and self-sufficiency as they go about their activities and routines. Children play a dynamic role in their learning, offering their ideas, making choices and being independent learners. For example, they are regularly involved in discussions about what they want to do and self-select their resources from open shelving and labelled boxes or choosing from photographs of resources which are in the cupboard. They show high levels of independence, curiosity, imagination and concentration. Children are very polite and start to learn about boundaries and expectations. The way in which the children care and show tolerance of each others differences is exceptional.

Staff support children to identify the initial sound in their name when labelling their work. Children have fun as they plant grow and harvest vegetables in the garden. Excellent use is made of labelling within the environment to promote children's awareness of print. Children's natural curiosity is harnessed due to the interesting activities they often engage in. They watch and observe frog spawn change into tadpoles, then using various resources including books they correctly identify the different stages of the life cycle of a frog.

Children have highly tuned imaginations and use the resources available to them to extend and develop their play. For example, a small group of children play with the dolls, using the instruments from the doctor's bags to listen to the dolls heart, and put on bandages to make them feel better. They then move the activity on as they take the dolls outside and bath them in the water. Children work extremely well together, taking turns and sharing. After listening to the story of 'The Tiger Who Came to Tea' they create their own book called 'The Tiger Who Came to Mells Nursery'. Each child contributed by suggesting what the tiger would take from their lunch box, illustrating the story beautifully with their own pictures.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met