

# Mount Lands Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	101507
<b>Inspection date</b>	18/04/2011
<b>Inspector</b>	Hilary Tierney
<b>Setting address</b>	36 Vicarage Road, Gloucester, GL1 4LD
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<b>Email</b>	
<b>Type of setting</b>	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

Mount Lands Day Nursery is run and privately owned by the manager. The provider is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery opened in 1988 and is situated in the central area of Gloucester. It operates from the ground floor of a large Edwardian house. Facilities include three activity rooms, children's toilets, cloakroom, kitchen and enclosed rear garden.

The group is registered to provide care for 20 children aged from one year to under eight years old at any one time. The nursery is open each weekday from 8.00 am to 5.30 pm for 50 weeks of the year. They are closed for one week at Easter and Christmas. There are currently a total of 63 children on roll, of these, 60 are in the early years age group and three attend during school holidays and are aged between five and eight years of age. There are currently 48 funded three and four year olds. Children attend from the surrounding areas. The nursery offers support to children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs five members of staff and the owner/manager works alongside them. Most of the staff have worked in the nursery for several years. Of these, three hold appropriate early years qualifications and one has Early Years Professional Status. All staff have completed first aid and safeguarding children training.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a secure, interesting, welcoming environment. The key person system works well and staff work hard together to create a homely feel to the nursery. Well planned activities and effective use of resources help staff to meet the individual needs of children. There is a good partnership with parents and detailed information is shared regularly with them. The partnership with other settings is developing well. Completion of the self-evaluation process has been effective in identifying some areas for development. However, some systems of recording and routines do still require improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- implement a system for recording any existing injuries that children may arrive with
- consider the organisation of routines, in order to link the indoor and outdoor

environments together, so that children can move freely between them.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded well. Staff are clear about the procedures to follow should they have any concerns about children in their care. Although staff pass information to the manager regarding any injuries that children may arrive with, they do not routinely keep a record of these injuries, which may put children at risk. All staff working with children are suitably checked and security of the premises is good. Risk assessments cover the aspects of the setting the children come into contact with and daily checks ensure the building and garden are safe before children attend. Children are taught to keep themselves safe through clear explanations from staff, such as, be careful when riding bikes in the garden so they do not run over the younger children and they are encouraged to use the slides correctly.

Resources are used effectively; they are easily accessible and reflect the diversity within the community. Dual language books are used effectively to help both staff and children understand about how others around them may be using a different language. Staff use picture boards effectively to help children who have limited English settle quickly. The group is fully inclusive and staff treat children with equal care and concern and meet their individual needs well. Staff have a good knowledge and understanding about children families and backgrounds which contributes to the celebration of their different cultures and languages.

There is a good partnership with parents and carers. Detailed information is regularly shared with them by way of verbal communication; observations and photographs of the children at play are also frequently shared. Regular newsletters and learning journals are used to share information with parents. The prominent notice board is used to share relevant information. Parents are encouraged to contribute to their child's learning through regular discussions with the child's key person. Parents spoken to comment on how pleased they are with the care provided and information they receive from staff. They talk very highly about the level of care and the friendly, welcoming, homely environment that is provided. The partnership with other early years settings is good. The staff regularly share information with the settings and schools that children attend. Staff also encourage these settings to visit the nursery to see the children at play.

The group's self-evaluation details their strengths and weaknesses and areas for development have been clearly identified. This demonstrates a commitment to continuously improve practice so all staff can continue to provide good quality childcare. They work well as a team because most have worked together for several years in the nursery.

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

Children are very happy, confident and feel safe and secure in their surroundings. They have built good relationships with the staff who show great understanding for the children and meet their needs well. Children are well behaved and polite to each other and staff. They use 'please' and 'thank you' with little or no prompting from staff. Children understand the rules of the setting well and have a sense of belonging. Displays of children's work adorn the walls of the nursery which helps to promote children's self-esteem. Children learn skills for the future and are encouraged in helping set tables for lunch and snack times, helping the younger ones by pouring drinks for them at lunch time and handing out plates and cups. Children take great pleasure in undertaking tasks when asked and staff offer plenty of praise and encouragement when children achieve.

Staff have a good knowledge of the Early Years Foundation Stage and use it effectively to help them plan, observe and develop activities around children's interests and next steps. Children enjoy a range of balanced activities which help them learn and develop as they play. Staff ask open questions to help them problem solve. Children enjoy looking at books alone and together. They have great fun reading stories in the garden, using musical instruments to add sound effects to the story the member of staff is reading. Children enjoy role play and developing their imagination. Both younger and older children play well together and interact well with each other, they show care and concern for others as they play. Children make friends, are active learners and thoroughly enjoy their time at the setting

Routines in the nursery mean that at times children may have to either stay inside or go outside when they do not particularly want to, therefore some consideration to the organisation of day is required to allow children the freedom to have continuous play between inside and outside.

Children are beginning to learn about healthy lifestyles. They understand the importance of hand washing before meals, after using the toilet and after being outside. Children enjoy healthy snacks and freshly prepared meals and they sit well and enjoy the social meal time. Staff are fully aware of children's individual dietary needs and meet them well. When outside, children have a lovely time and enjoy the fresh air and exercise. They enjoy water and sand play. They help fill buckets with water for the water tray and take great delight in putting the water in the sand to see what happens. They describe how it feels, what it looks like and what is happening to it as the water is added, when staff question them. Children make friends, are active learners and thoroughly enjoy their time at the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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