

# Mendip House Nursery & Pre School



17a Bedford Road, WESTON-SUPER-MARE, Avon, BS23 4EJ

<b>Inspection date</b>	29 July 2015
Previous inspection date	22 April 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Leadership is very successful. Staff are well qualified and attend a good range of training courses. The owner empowers staff to be reflective practitioners. She makes good use of staff skills to drive improvements and to enhance the learning and development of all children.
- Children form strong bonds with the staff who guide and care for them each day, meeting their individual needs. As a result, children behave well, feel settled and secure, and are ready to learn.
- Children get enthusiastically involved in a wide range of activities, and babies play contentedly with a good range of toys. As a result, all children explore their environment and investigate freely, which promotes outstanding progress.
- Staff have an excellent understanding of how children learn. They plan activities that they base on children's interests and place a strong emphasis on developing children's communication skills.
- Children develop excellent social skills. They show they are independent and learning to take good care of themselves. This means that babies and children are very well prepared for the next stage in their learning.
- The owner has impressive links with parents and is ready to help families get the support they need. Parents are very positive about the way the owner and staff run the nursery and pre-school. They appreciate that staff prepare children well for the move on to primary school.

## What the setting needs to do to improve further

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

- consider further ways to give children more opportunities to see written words and numbers to promote their already strong early literacy and mathematical skills, particularly for those children who learn best outdoors.

### Inspection activities

- The inspector observed activities inside and outside, and the quality of teaching.
- The inspector talked to the children and held meetings with the owner, the manager and staff at appropriate times during the inspection.
- The inspector carried out a joint observation of staff practice with the manager.
- The inspector looked at a wide variety of documentation, children's assessment books and data, planning, policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Jennifer Cutler

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The quality of teaching is outstanding. All staff are well qualified and have an excellent understanding of the requirements of the Early Years Foundation Stage. Children are willing learners because adults organise a wide range of exciting activities. The pre-school children think carefully when playing board games. For example, they recognised whether a picture portrayed an angry face or a sad face, and talked sensibly about the things that make them sad. Staff in the baby room organise stimulating and sensory experiences, and children enjoyed getting their hands messy to make handprints. Collections of children's work, photographs and notes show that the staff check that children are doing well and then plan their next steps. As a result, children make impressive progress from their starting points. Overall, the attractive environment supports learning well. However, children who prefer to learn outside have few opportunities to see written words and numbers in all their activities to promote further their already strong literacy and mathematical skills.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children show that they are very independent and well prepared for the next stage of their education. There are very strong relationships between babies, children and the staff, who have a very good understanding of children's individual needs. Staff use effective procedures to help children settle quickly when they start. Toddlers enjoy mealtimes with older children, becoming confident to have a go at feeding themselves from healthy food options. Older children understand that they have to take turns and wait patiently until the younger ones have served themselves with dinner. Babies and children investigate and explore; staff ensure that all resources are accessible, including for those who are crawling, and that older children can choose whether to play inside or outside.

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

The owner and her staff team are very successful in driving improvements. They work closely with the local authority and other professionals. This has a positive impact on the progress that children make. For example, a joined-up approach helped staff to reorganise the baby room to promote better learning and development. Thorough recruitment procedures make sure that staff are suitable to work with children. All staff understand their responsibility to safeguard children and the procedures to follow should they have any child protection concerns. This means that children thrive in a safe environment. The manager monitors staff practice and children's progress efficiently, and a good programme of staff training helps staff to improve outcomes for children. Relationships with families are excellent; the owner ensures parents and children receive the help they need.

## Setting details

<b>Unique reference number</b>	EY219881
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	826343
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Mendip House Nursery & Pre School Limited
<b>Date of previous inspection</b>	22 April 2010
<b>Telephone number</b>	01934 629584

Mendip House Nursery and Pre-School registered in 2002 and operates from a self-contained building in Weston-super-Mare in North Somerset. Sessions are from 8am to 6pm for 51 weeks of the year. Two of the owners are qualified teachers and the third holds an early years qualification at level 4. They employ nine members of staff, all of whom have relevant early years qualifications at level 3. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

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