

Mells Nursery

Mells Green, Mells, Frome, Somerset, BA11 3QE



Inspection date

16 September 2015

Previous inspection date

22 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children make excellent progress in their learning and development because they are enthusiastic learners. The dedicated staff team inspires children to be inquisitive and learn through experimenting and wanting to develop new skills.
- The manager provides an exceptional role model for staff. She drives improvement through setting extremely high standards and supporting staff in meeting them. As a result, the quality of teaching is outstanding.
- Staff follow excellent procedures to get to know children as individuals before they start at the nursery. They build positive relationships with families and, as a result, children soon settle. They are ready and eager to start learning because they are emotionally secure.
- Staff value children's contributions and involve them in decisions about nursery life. Children have an exceptional awareness of the adult's expectations. They take care of the environment and understand the consequences of their actions. As a result, their behaviour is exemplary.
- The outstanding partnerships with parents and other professionals have a significant impact on children's learning and well-being. Parents comment overwhelmingly on the exceptional communication between home and the nursery. They state that by attending the nursery, their children are making rapid progress.
- Management and staff provide an exciting environment that enables children to select where and how they want to learn. Staff give children the power to make decisions, think of solutions to problems and consider different ways of achieving their aims. This prepares children extremely well for school.
- Management and staff work with parents to evaluate their provision, reflect on and review their practice, and explore how to develop their already outstanding provision.

What the setting needs to do to improve further

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

- monitor and review the new system to ensure staff are highly responsive to children's needs and provide rigorous and sharply focused planning.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector talked to staff, children and parents present at the inspection and took account of the nursery's self-evaluation.
- The inspector carried out a joint observation with the manager and held a meeting with the manager, administrator and chair of the committee.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is outstanding

Leadership and management is exceptional. The manager has an outstanding awareness of her responsibilities and works directly with the staff to guide their practice. Safeguarding is effective. All staff attend safeguarding training and, as a result, know what to do should a child be at risk of harm. They implement robust procedures to keep children safe. The manager has meticulous systems to monitor children's development overall. Staff are currently implementing a new planning system, which looks even more closely at how they meet the wide variety of needs of all children. The manager provides regular supervision and excellent support to staff to ensure they are consistent. However, the new system is in the early stages so she has not fully reviewed the impact of the changes on children's learning. The qualified staff team continues to attend training to develop their skills even further and make improvements, such as using signs to support communication skills.

Quality of teaching, learning and assessment is outstanding

Children benefit highly from skilful teaching. For example, children of all ages remained enthralled and engrossed during whole-group activities. Staff used a range of exciting methods to keep children's attention. Children's communication skills are excellent. For example, staff engage them in meaningful conversations and introduce new words. Children then use them to demonstrate their understanding, such as, Saturday and Sunday is the weekend. Staff have an excellent knowledge of children's next stage of learning. They follow their interests and provide extensive resources to inspire learning. This enables staff to provide highly effective support, so that children make excellent progress.

Personal development, behaviour and welfare are outstanding

Staff value children as unique individuals and help them to value each other. As a result, children are kind and helpful. All children develop high self-esteem, confidence and independence. Through highly effective deployment, staff support children exceptionally well as they use all the play areas, indoors and outdoors. This has a significant impact on their behaviour, physical well-being and learning. For example, children excitedly showed others a caterpillar they found and used magnifying glasses to look at it closely. Staff extended this by encouraging children to find a wildlife book to discover more about it; children gathered around, eager to know more. Children have an exemplary awareness of safe and healthy practices. They remind each other of the rules and identify if an action may not be safe. They know that hygiene routines help prevent germs that make them ill.

Outcomes for children are outstanding

Children make outstanding progress from their starting points. Staff build on children's key areas of development so that they gain confidence in wanting to learn more. Their thirst for knowledge and enthusiasm for learning provides firm foundations for school.

Setting details

Unique reference number	EY348568
Local authority	Somerset
Inspection number	827612
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	22
Number of children on roll	38
Name of provider	Mells Nursery Committee
Date of previous inspection	22 March 2011
Telephone number	01373 813978

Mells Nursery registered in 2007 and is run by a committee. It operates from land adjacent to Mells School in the village of Mells, Somerset. The nursery opens each weekday from 9.15am to 3.30pm during school term times only. The nursery receives funding to provide free early years education for children aged two, three and four years old. There are seven members of staff working with the children. Of these, two members of staff hold Qualified Teacher Status. There are three staff who hold early years qualifications at level 3 and two who hold qualifications at level 2. There is one member of staff is working towards an early year qualification at level 3.

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