

Memorable Moments Nursery & Pre-school

92 Moorland Road, WESTON-SUPER-MARE, Avon BS23 4HT



Inspection date	21 August 2019
Previous inspection date	8 April 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has worked well since the last inspection to improve teaching and the use of assessments to raise the quality of children's experiences at the nursery. Focused training has developed staff's understanding of their roles and responsibilities to safeguard children.
- Children form strong attachments with caring staff. They demonstrate that they feel emotionally secure. For example, younger children are confident to explore and build relationships with unfamiliar adults visiting the setting. Staff support children effectively as they move between rooms and help them settle quickly into the new environment.
- Staff meet children's care needs efficiently and help them understand how to keep themselves healthy. For example, children grow, pick and prepare runner beans for their lunch. Staff provide healthy, home-made meals that consider children's special dietary requirements effectively.
- Staff use their training well to plan a broad range of experiences that support children's next steps in learning. For example, staff place greater consideration on children's individual learning and how adult-led activities can maximise children's progress from their unique starting points.
- Staff do not use all opportunities to support children to develop their mathematical skills, for example demonstrating counting, helping children to recognise numerals and encouraging older children to solve simple number problems.
- The organisation of some mixed age-group activities does not engage all children at their level of understanding, which leads some children to become disinterested.
- Staff miss some opportunities to help children think critically and solve problems for themselves, for instance when transporting water between containers.

What the setting needs to do to improve further

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

- make better use of opportunities that arise to help children count, recognise numbers and explore number problems
- review the organisation of mixed-age group activities to ensure all children can develop at their own pace and be fully involved in their explorations
- support children further to think and solve problems for themselves.

Inspection activities

- The inspector observed staff's interactions as children played inside and outside, and discussed their learning and development.
- The inspector completed two joint observations with the manager and discussed staff's professional development.
- The inspector spoke with the manager, staff, parents and children at convenient times during the inspection.
- The inspector sampled documentation, including children's assessment records and the nursery's self-evaluation.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a secure knowledge of their roles and responsibilities to report any concerns about a child to the appropriate agencies. There are robust recruitment and induction arrangements to ensure staff are suitable to work with children. The manager supports staff well to develop their professional skills. For example, staff working with the youngest children have undertaken training to develop the learning environment and help children's explorations. There are good partnerships with parents. Parents are well informed about their children's progress. Staff actively involve parents, seeking their views about children's learning and offering ideas and resources to extend learning at home. Members of the management team have made good use of their targeted action plan to improve the quality of the provision since the last inspection. They continue to identify ways forward, for example supporting children's interest in bugs and the development of the outdoor learning space.

Quality of teaching, learning and assessment is good

Staff gain good information from parents as children start, to help in their initial planning. Members of the management team track children's progress effectively and identify any gaps in learning. They establish targeted support to help children catch up, particularly in their communication and language skills. Staff motivate children to learn and engage them well in a broad range of experiences across the education programme. Children make independent choices about their play. For example, some children decide to make cheese pinwheels. They take turns to measure, pour and mix ingredients, developing good arm muscle strength to support early writing skills. Children listen well and follow instructions. Staff provide clear commentary and introduce new vocabulary to help build children's language skills effectively.

Personal development, behaviour and welfare are good

Staff are good role models and have high standards in maintaining hygiene throughout the nursery. Children are familiar with these routines and know when they need to wash their hands, for example before cooking or eating. Young children learn independence skills, for instance cleaning their faces after lunch with a flannel. Children behave well. They are kind to each other. For example, younger children willingly invite their friends to play with them and offer them a digger to join in. Children become aware of ways to play safely. For instance, they judge space well when pushing themselves along on ride-on toys near a step. Staff closely supervise children and give them the opportunity to assess risk for themselves.

Outcomes for children are good

Children make good progress and become well prepared for their eventual move to school, including those children learning English as an additional language. Younger children follow instructions well, for example to complete a jigsaw puzzle. They demonstrate sustained interest in the task and show pride in their achievements when they finish. Older children listen well to stories and use language well to respond to questions, finish sentences and predict rhyming words.

Setting details

Unique reference number	EY451398
Local authority	North Somerset
Inspection number	10103816
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	30
Number of children on roll	41
Name of registered person	Hiscocks, Rachel Jane
Registered person unique reference number	RP902999
Date of previous inspection	8 April 2019
Telephone number	01934641381

Memorable Moments Nursery & Pre-school registered in 2012. It is situated in Weston-super-Mare, North Somerset. The setting opens Monday to Friday from 8am to 6pm, all year round. It receives funding for the provision of free early education for children age two, three and four years. The owner/manager has early years professional status. There are seven additional staff. Of these, five hold early years qualifications at level 3 and one holds level 2.

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